

## **Test Specifications: Grade 6 Social Studies**

### **General Description of the Grade 6 Social Studies Summative Assessment**

In 2010 Ohio adopted new rigorous academic content standards for Grade 6 Social Studies. A model curriculum based on these new standards was adopted in 2011.

An achievement assessment that aligns to the new standards and model curriculum is mandated by Ohio Revised Code 3301.079. The assessment will be administered as a two-part summative exam, in a computer-delivered format, to measure progress toward the standards and to provide information to teachers and administrators.

### **Test Design: Two-Part Summative Assessment**

The structure of the Grade 6 Social Studies Summative exam follows the general outline of the summative assessments developed by the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium for measuring progress toward the Common Core State Standards (CCSS) in English language arts and mathematics. The Grade 6 examination will consist of two parts: a performance-based assessment (PBA) that will be administered approximately three-quarters of the way through the year and an end-of-year (EOY) assessment that will be given near the end of the year.

Both the PBA and the EOY assessment are fixed forms that are administered in an online format. The PBA is different in that, in addition to technology-enhanced items (i.e., graphic-response and short-answer items), it also contains constructed-response items that require the student to type a response into the computer interface. These items are scored by human scorers rather than by computer. The lead time needed to score the items means that the PBA must be administered approximately three-quarters of the

way through the year. Outcomes are reported to schools by the end of the year. After the student has completed both parts of the examination, his or her scores will be combined to yield a comprehensive view of the student's progress.

The two parts of the examination are described in more detail below.

### **Part I: Performance-Based Assessment**

The PBA will assess the student's knowledge of material from approximately the first three-quarters of the course, as specified in this document. The assessment will consist of approximately 12 items worth a total of 20 points. It will require students to engage with course content at a significant cognitive depth and a meaningful level of analysis. Following the PARCC model, the PBA will present a combination of discrete items and tasks, or sets of items linked to stimuli that engage significant content aligned to the model curriculum. Examples of a task stimulus include a set of data tables or charts, a simulation or a set of passages or maps, all of which are linked by a central theme. The sequence of items associated with the stimulus draws the student into deeper analysis and interpretation of the source materials than might ordinarily be possible in a single item. Each task might consist of one or more hand-scored constructed-response items or technology-enhanced graphic-response items that require the student to construct, rather than select, a response.

### **Part II: End-of-Year Assessment**

The EOY assessment will cover the entire content of the course as specified in this document. It will be administered as close as possible to the end of the year (after approximately 90% of the course has been completed). All EOY assessment items will be scored by computer, making possible a very quick return of scores. Like the PBA, the EOY assessment will contain a combination of item types, but approximately 50% of the points on the examination will come from selected-response (multiple-

choice) items. The remainder will be a combination of technology-enhanced items (short-answer and graphic-response items).

## Test Blueprint

The test blueprint tables below and on the following pages display the distribution of item types across the two parts of the assessment. Table 1 shows the distribution of item types in the two parts of the assessment separately. Table 2 shows the distribution of content topics by reporting category. Table 3 shows which Content Statements may be included on the Performance-Based Assessment. Note that all assessed content statements may be included on the EOY.

### Grade 6 Social Studies Summative Exam Blueprint

Table 1: Item types

	Format	Points per Item	Min Items	Max Items	Min Points	Max Points	Sum
Performance-Based	Multiple-Choice	1	0	0	0	0	20
	Graphic-Response	2	2	5	4	10	
	Graphic-Response or Short-Answer	1	0	0	0	0	
	Hand-Scored Short Constructed Response	2	3	6	6	12	
	Hand-Scored Extended Constructed Response	4	0	1	0	4	
End-of-Year	Multiple-Choice	1	18	24	18	24	44
	Graphic-Response	2	8	12	16	24	
	Graphic-Response or Short-Answer	1	0	8	0	8	
	Hand-Scored Short Constructed Response	2	These item types will not appear on the End-of-Year exam.				
	Hand-Scored Extended Constructed Response	4					

## Grade 6 Social Studies Summative Exam Blueprint, continued

Table 2: Content Topics by Reporting Category

Reporting Category*	Topics	Percent of Total Content Statements	Points
History & Government	Historical Thinking & Skills	27%	18
	Early Civilizations		
	Civic Participation & Skills		
	Roles & Systems of Government		
Economics	Economic Decision-Making & Skills	33%	22
	Scarcity		
	Markets		
	Financial Literacy		
Geography	Spatial Thinking & Skills	40%	24
	Places & Regions		
	Human Systems		

\*Every Summative Assessment will contain at least one item from every topic on this table.

Table 3: Content Statements on the PBA

Reporting Category	Topics	Content Statements Eligible for Use on the Performance Based Assessment
History & Government	Historical Thinking & Skills	CS 1
	Early Civilizations	CS 2
	Civic Participation & Skills	CS 9
	Roles & Systems of Government	CS 10 Not Included on the PBA
Geography	Spatial Thinking & Skills	CS 3-4
	Places & Regions	CS 5
	Human Systems	CS 6-8
Economics	Economic Decision-Making & Skills	CS 11 Not Included on the PBA CS 12 Not Assessed
	Scarcity	CS 13-14
	Markets	CS 15 Not Included on the PBA
	Financial Literacy	CS 16 Not Included on the PBA

## Description of Item Types

The several types of items on the assessment fall into two categories: those scored by machine and those that require human scorers to evaluate the response.

**Machine-scored:** Machine-scored items are scored automatically by the testing software to yield an immediate score. The machine-scored items in this assessment are multiple-choice, short-answer and graphic-response.

A **multiple-choice** item consists of the following:

- A brief statement that orients the student to the context of the question (optional).
- A stimulus (document, data table, graphic, etc.) on which the question is based (optional).
- A question.
- Four answer options.

A **short-answer** item consists of the following:

- A brief statement that orients the student to the context of the question (optional).
- A stimulus (document, data table, graphic, etc.) to which the question refers (optional).
- A question or prompt.
- A response area (the student types a response to answer the question).

A **graphic-response** item consists of the following:

- A brief statement that orients the student to the context of the question (optional).
- A stimulus (document, data table, graphic, etc.) to which the question refers (optional).
- A question or prompt.
- A graphic-response interface on which the student manipulates objects using a computer mouse to create a response to the question. The graphic-response

interface may be a map, a chart or graph, a picture or a diagram on which the student must position objects correctly.

**Hand-scored:** Hand-scored items are scored against rubrics by trained scorers. The hand-scored tasks on this assessment are the constructed-response items.

A **short constructed-response (SCR) item** consists of the following:

- A brief statement that orients the student to the context of the questions (optional).
- One or more stimuli (documents, graphics, data displays, etc.) to which the questions refer (optional).
- A question or set of questions that require a detailed written response or responses. The responses are scored according to a rubric or set of rubrics that address multiple dimensions in the student work.

An **extended constructed-response (ECR) item** contains the same components as the SCR but requires a more elaborated response.

## **Description of StimulusTypes**

A **simulation** consists of the following:

- An interactive graphic interface that presents a set of interactive stimulus materials or simulates a historical situation, social relationship, or an aspect of the inquiry process. The graphics may be static or contain animation. Information is displayed in the form of dynamic maps or illustrations, statistical tables, texts, charts or graphs. Data “inputs” can be adjusted by the student, depending on the requirements of the scenario or the associated items, and the graphics adjust themselves to account for the new inputs.
- In social studies, simulations are accompanied by several items of various types. The simulation functions as an interactive stimulus that provides information for the student to reflect on, analyze or

synthesize with other knowledge into a cognitively demanding set of answers. This can be used to simulate an aspect of the social science inquiry process.

Other stimulus types associated with discrete items or tasks are familiar from classroom use and may include:

- Document excerpts and other texts
- Photographs and illustrations
- Graphs
- Charts
- Data tables
- Maps
- Timelines

**ITEM SPECIFICATIONS: Grade 6 Social Studies  
ORGANIZED BY STRAND & TOPIC**

**Grade:** 6

**Strand:** History 6.HI

**Topic:** Historical Thinking and Skills 6.HI.A

Historical thinking begins with a clear sense of time—past, present and future—and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing, and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.

**Content Statement 6.HI.A.1:**

**6.HI.A.1** Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E and C.E.

**Expectations for Learning:**

i. Apply the conventions of B.C.E and C.E. or B.C. and A.D. to arrange and analyze events in chronological order.

**Content Limits:** The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards and by the Expectations for Learning contained in the Model Curriculum for Grade 6 Social Studies (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.

**Additional Content Limits:**

Students should not be required to manipulate more than four events in each graphic-response item type.

Students will not be evaluated on their ability to locate specific historical events.

**Item Formats:** Machine-scored: multiple-choice, short-answer, graphic-response, simulation. Hand-scored: constructed-response.

**Stimulus**

**Attributes:** Stimuli may include text, narratives, documents, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from Grade 6 Content Statements and Content Elaborations.

**Response Attributes:**

*General* Students may be asked to utilize prior content knowledge to apply, locate, order, organize, arrange, construct, analyze, and/or list information.

**Machine-Scored:**

*Multiple-Choice* Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, and inappropriate relationships.

*Short-Answer* Responses may include, but are not limited to:

- Locating dates on a time line using the conventions B.C. and A.D. or B.C.E. and C.E.

*Graphic-Response* Responses may include, but are not limited to:

- Arranging historical events on a time line using the conventions of B.C.E. and C.E. or B.C. and A.D.
- Completing a two-tiered time line based on analysis of the relations among provided events.
- Applying the use of chronological conventions to an existing time line.

*Simulation* Responses may include, but are not limited to:

- Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.

- In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.

**Hand-scored:**

*Constructed-  
Response  
(Performance-  
Based)*

Responses may include, but are not limited to:

- Identifying the proper choice of the conventions B.C.E. and C.E. or B.C. and A.D when asked to place events on a time line.
- Selecting a convention to use on a provided time line and explain the reason for the choice of that convention.

**ITEM SPECIFICATIONS: GRADE 6 SOCIAL STUDIES  
ORGANIZED BY STRAND & TOPIC**

**Grade:** 6

**Strand:** History 6.HI

**Topic:** Early Civilizations 6.HI.B

The eight features of civilizations include cities, well-organized central governments, complex religions, job specialization, social classes, arts and architecture, public works, and writing. Early peoples developed unique civilizations. Several civilizations established empires with legacies influencing later peoples.

**Content Statement 6.HI.B.2:**

**6.HI.B.2** Early civilizations (India, Egypt, China, and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies, and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.

**Expectations for Learning:**

- i. Describe the influence of geography on the development of unique civilizations in India, Egypt, China, and Mesopotamia.
- ii. Describe the governments, cultures, economic systems, technologies, and agricultural practices and products of early civilizations and their enduring influence in the Eastern Hemisphere today.

**Content Limits:**

The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards and by the Expectations for Learning contained in the Model Curriculum for Grade 6 Social Studies (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the

instructional weight of the Content Statement and the Expectations for Learning.

**Additional Content Limits:**

Items relating to the enduring influence of civilizations will focus on the major examples provided in the Content Elaborations for this Content Statement.

Students will not be asked to compare civilizations; however, they may be asked to describe similarities between the civilizations listed in the Content Elaborations for this Content Statement.

**Item Formats:** Machine-scored: multiple-choice, short-answer, graphic-response, simulation. Hand-scored: constructed-response.

**Stimulus Attributes:** Stimuli may include text, narratives, documents, tables, time lines, maps, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from Grade 6 Content Statements and Content Elaborations.

**Response Attributes:**

*General* Students may be asked to utilize prior content knowledge to identify, describe, explain, discuss, and/or exemplify information.

**Machine-Scored:**

*Multiple-Choice* Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, unrelated information or circumstances, and erroneous causal relationships.

*Short-Answer* Responses may include, but are not limited to:

- Identifying two reasons that ancient China developed in a protected river valley.
- Identifying two ways that the agricultural practices of the ancient Indus valley civilization have had enduring impacts on civilization in the region.

*Graphic-  
Response*

Responses may include, but are not limited to:

- Matching ancient civilizations with geographic features and the influence on their development (i.e., in ancient Egypt the arid climate created dependence on the Nile River for all water resources).
- Using a graphic organizer to categorize ancient river civilizations by their unique characteristics.

*Simulation*

Responses may include, but are not limited to:

- Given a historical research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.
- In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.

**Hand-scored:**

*Constructed-  
Response  
(Performance-  
Based)*

Responses may include, but are not limited to:

- Describing two examples of government and technology in Mesopotamian civilization.

**ITEM SPECIFICATIONS: GRADE 6 SOCIAL STUDIES  
ORGANIZED BY STRAND & TOPIC**

**Grade:** 6

**Strand:** Geography 6.GE

**Topic:** Spatial Thinking and Skills 6.GE.A

Spatial thinking examines the relationships among people, places and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored, and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret, and create maps and other geographic representations as tools of analysis.

**Content Statement 6.GE.A.3:**

**6.GE.A.3** Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.

**Expectations for Learning:**

- i. Use appropriate maps, globes and geographic tools to gather, process and report information about people, places and environments.
- ii. Explain that maps are created for specific purposes and represent the context in which they were created. [Note: For the purposes of assessment, the term “understand” will be taken to mean the cognitive level of “explain.”]

**Content Limits:** The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards and by the Expectations for Learning contained in the Model Curriculum for Grade 6 Social Studies (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.

**Item Formats:** Machine-scored: multiple-choice, short-answer, graphic-response, simulation. Hand-scored: constructed-response.

**Stimulus**

**Attributes:** Stimuli may include text, narratives, documents, tables, maps, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from Grade 6 Content Statements and Content Elaborations.

**Response Attributes:**

*General* Students may be asked to utilize prior content knowledge to apply, gather, process, report, explain, locate, organize, arrange, construct, label, or list information.

**Machine-Scored:**

*Multiple-Choice* Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, and unrelated information.

*Short-Answer* Responses may include, but are not limited to:

- Listing the characteristics of a place based on features present on maps.

*Graphic-Response* Responses may include, but are not limited to:

- Using the key to estimate the distance between points on a map (provide a key showing map scale distance as a dragger in the grid).
- Labeling geographic features on a map.
- Labeling a map with the correct location of regions studied.

*Simulation* Responses may include, but are not limited to:

- Given a research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.
- In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning

concerning the conditions and goals of the simulation to which they are associated.

- Given a research task, a set of constraints, and a set of goals, analyzing the task and taking a course of action that leads to the completion of the task to meet the stated goals of the simulation.

**Hand-scored:**

*Constructed-  
Response  
(Performance-  
Based)*

Responses may include, but are not limited to:

- Explaining why maps in the past may have been incomplete or different from current maps.
- Choosing the correct map for a stated purpose and explaining why that choice would be correct.

**ITEM SPECIFICATIONS: GRADE 6 SOCIAL STUDIES  
ORGANIZED BY STRAND & TOPIC**

**Grade:** 6

**Strand:** Geography 6.GE

**Topic:** Spatial Thinking and Skills 6.GE.A

Spatial thinking examines the relationships among people, places and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored, and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret, and create maps and other geographic representations as tools of analysis.

**Content Statement 6.GE.A.4:**

**6.GE.A.4** Latitude and longitude can be used to identify absolute location.

**Expectations for Learning:**

i. Use latitude and longitude coordinates to identify absolute location.

**Content Limits:** The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards and by the Expectations for Learning contained in the Model Curriculum for Grade 6 Social Studies (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.

**Item Formats:** Machine-scored: multiple-choice, short-answer, graphic-response, simulation. Hand-scored: constructed-response.

**Stimulus**

**Attributes:** Stimuli may include text, narratives, documents, tables, maps, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be

drawn from Grade 6 Content Statements and Content Elaborations.

### **Response Attributes:**

*General* Students may be asked to utilize prior content knowledge to identify, apply, locate, organize, arrange, construct, label, or list information.

### **Machine-Scored:**

*Multiple-Choice* Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, and unrelated information.

*Short-Answer* Responses may include, but are not limited to:

*Graphic-Response*

Responses may include, but are not limited to:

- Identifying a point on a map given its latitude and longitude (use the point tool in the grid).
- Labeling locations on a map given their latitudes and longitudes (drag and drop the item).
- Matching locations to the corresponding map information.
- Arranging places east to west based on their longitudes.

*Simulation*

Responses may include, but are not limited to:

- Given a research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.
- In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.

### **Hand-scored:**

*Constructed-Response  
(Performance-Based)*

Responses may include, but are not limited to:

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- Explaining how to use latitude and longitude to find the absolute location of a place.

**ITEM SPECIFICATIONS: GRADE 6 SOCIAL STUDIES  
ORGANIZED BY STRAND & TOPIC**

**Grade:** 6

**Strand:** Geography 6.GE

**Topic:** Places and Regions 6.GE.B

A place is a location having distinctive characteristics, which give it meaning and character and distinguish it from other locations. A region is an area with one or more common characteristics, which give it a measure of homogeneity and make it different from surrounding areas. Regions and places are human constructs.

**Content Statement 6.GE.B.5:**

**6.GE.B.5** Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural, economic).

**Expectations for Learning:**

- i. Use various criteria to describe, classify and compare regions within the Eastern Hemisphere.

**Content Limits:** The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards and by the Expectations for Learning contained in the Model Curriculum for Grade 6 Social Studies (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.

**Item Formats:** Machine-scored: multiple-choice, short-answer, graphic-response, simulation. Hand-scored: constructed-response.

**Stimulus**

**Attributes:** Stimuli may include text, narratives, documents, tables, maps, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be

drawn from Grade 6 Content Statements and Content Elaborations.

### **Response Attributes:**

*General* Students may be asked to utilize prior content knowledge to apply, describe, classify, compare, locate, organize, arrange, construct, label, or list information.

### **Machine-Scored:**

*Multiple-Choice* Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, and unrelated information.

*Short-Answer* Responses may include, but are not limited to:

- Classifying a region on a provided map based on landform, population or climate.
- Listing the criteria used (based on provided maps or data) to distinguish South Asia from the rest of the Eastern Hemisphere.

*Graphic-Response* Responses may include, but are not limited to:

- Completing a graphic organizer comparing regions of the Eastern Hemisphere based on geographic landform, climate and cultural differences.
- Highlighting on a map landforms which define North Africa.

*Simulation* Responses may include, but are not limited to:

- Given a research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.
- In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.
- Given a region in the Eastern Hemisphere, adding geographic and climatic features, population and economic factors to create a model of the region.

**Hand-scored:**

*Constructed-  
Response  
(Performance-  
Based)*

Responses may include, but are not limited to:

- Describing the Middle East using the criteria of landforms, climate, population, and cultural or economic factors.
- Comparing characteristics of the Middle East and Central Asia as regions of the Eastern Hemisphere.

**ITEM SPECIFICATIONS: GRADE 6 SOCIAL STUDIES  
ORGANIZED BY STRAND & TOPIC**

**Grade:** 6

**Strand:** Geography 6.GE

**Topic:** Human Systems 6.GE.C

Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.

**Content Statement 6.GE.C.6:**

**6.GE.C.6** Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment.

**Expectations for Learning:**

- i. Explain how variations among physical environments in the Eastern Hemisphere influence human activities.
- ii. Explain how human activities have altered the physical environments of the Eastern Hemisphere.

**Content Limits:** The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards and by the Expectations for Learning contained in the Model Curriculum for Grade 6 Social Studies (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.

**Item Formats:** Machine-scored: multiple-choice, short-answer, graphic-response, simulation. Hand-scored: constructed-response.

**Stimulus****Attributes:**

Stimuli may include text, narratives, documents, tables, maps, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from Grade 6 Content Statements and Content Elaborations.

**Response Attributes:***General*

Students may be asked to utilize prior content knowledge to locate, explain, organize, arrange, construct, label, or list information.

**Machine-Scored:***Multiple-Choice*

Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, unrelated information, and erroneous/unrelated causes, effects or circumstances.

*Short-Answer*

Responses may include, but are not limited to:

- Listing human adaptations prompted by the arid climates of the Middle East.
- Identifying a human activity developed to adapt to annual flooding in Southeast Asia.
- Explaining why cities near the Nile River would be larger than Egyptian cities located far away from the Nile River.

*Graphic-Response*

Responses may include, but are not limited to:

- Categorizing human activities in physical environments in the Eastern Hemisphere that provide a useful adaptation for survival (i.e., stilt homes for heavy rainfall or coastal flooding; terracing to increase arable land).
- Completing a graphic organizer that matches a human adaptation to the environment, with its positive or negative effects on the environment.

*Simulation*

Responses may include, but are not limited to:

- Given a research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.

- In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.

**Hand-scored:**

*Constructed-  
Response  
(Performance-  
Based)*

Responses may include, but are not limited to:

- Explaining why larger civilizations have developed near rivers in the Eastern Hemisphere.
- Explaining the role of irrigation as a means of sustaining the populations of Eastern Civilizations.

**ITEM SPECIFICATIONS: GRADE 6 SOCIAL STUDIES  
ORGANIZED BY STRAND & TOPIC**

**Grade:** 6

**Strand:** Geography 6.GE

**Topic:** Human Systems 6.GE.C

Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and diffusion of new cultural traits.

**Content Statement 6.GE.C.7:**

**6.GE.C.7** Political, environmental, social, and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.

**Expectations for Learning:**

- i. Explain political, environmental, social, and economic factors that cause the movement of people, products and ideas in the Eastern Hemisphere.
- ii. Describe the lasting impact of the movement of people, products and ideas in the Eastern Hemisphere.

**Content Limits:** The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards and by the Expectations for Learning contained in the Model Curriculum for Grade 6 Social Studies (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.

**Item Formats:** Machine-scored: multiple-choice, short-answer, graphic-response, simulation. Hand-scored: constructed-response.

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**Stimulus****Attributes:**

Stimuli may include text, narratives, documents, tables, time lines, maps and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from Grade 6 Content Statements and Content Elaborations.

**Response Attributes:***General*

Students may be asked to utilize prior content knowledge to locate, explain, describe, organize, arrange, construct, label, or list information.

**Machine-Scored:***Multiple-Choice*

Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, unrelated information, and erroneous/unrelated effects or circumstances.

*Short-Answer*

Responses may include, but are not limited to:

- Listing two environmental factors that might cause people to migrate.
- Listing some social and economic factors that might cause people to migrate.

*Graphic-Response*

Responses may include, but are not limited to:

- Classifying examples of movements of people, products and/or ideas by the factors that caused their movement between cultures.

*Simulation*

Responses may include, but are not limited to:

- Given a research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.
- In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.

**Hand-scored:**

*Constructed-  
Response  
(Performance-  
Based)*

Responses may include, but are not limited to:

- Explaining the economic factors (e.g., trade) that influenced the movement of products and ideas in the Eastern Hemisphere.
- Describing two lasting impacts of trade on the Eastern Hemisphere.

**ITEM SPECIFICATIONS: GRADE 6 SOCIAL STUDIES  
ORGANIZED BY STRAND & TOPIC**

**Grade:** 6

**Strand:** Geography 6.GE

**Topic:** Human Systems 6.GE.C

Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.

**Content Statement 6.GE.C.8:**

**6.GE.C.8** Modern cultural practices and products show the influence of tradition and diffusion, including the impact of major world religions (Buddhism, Christianity, Hinduism, Islam, and Judaism).

**Expectations for Learning:**

- i. Explain how tradition and diffusion have influenced modern cultural practices and products in the Eastern Hemisphere.
- ii. Describe the influence of religious diffusion in the modern world.

**Content Limits:** The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards and by the Expectations for Learning contained in the Model Curriculum for Grade 6 Social Studies (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.

**Item Formats:** Machine-scored: multiple-choice, short-answer, graphic-response, simulation. Hand-scored: constructed-response.

(Rev. Nov. 2013)

**Stimulus****Attributes:**

Stimuli may include text, narratives, documents, tables, time lines, maps and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from Grade 6 Content Statements and Content Elaborations.

**Response Attributes:***General*

Students may be asked to utilize prior content knowledge to locate, organize, arrange, construct, label, describe, explain, and/or list information.

**Machine-Scored:***Multiple-Choice*

Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, unrelated information, and erroneous/unrelated causes, effects or circumstances.

*Short-Answer*

Responses may include, but are not limited to:

- Listing religions that have spread throughout the Eastern Hemisphere.
- Identifying the ancient source for a modern cultural practice.

*Graphic-Response*

Responses may include, but are not limited to:

- Indicating on a map the directions that Islam spread from its founding in the Middle East.
- Demonstrating the lasting impact of a cultural idea by manipulating a map to show the spread of the particular idea across the Eastern Hemisphere.

*Simulation*

Responses may include, but are not limited to:

- Given a research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.
- In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning

concerning the conditions and goals of the simulation to which they are associated.

**Hand-scored:**

*Constructed-  
Response  
(Performance-  
Based)*

Responses may include, but are not limited to:

- Describing how the spread of Hinduism in Southern and Southeast Asia influenced the eventual spread of Buddhism in Asia.
- Identifying a modern cultural practice that was influenced by a practice from Ancient China.

**ITEM SPECIFICATIONS: GRADE 6 SOCIAL STUDIES  
ORGANIZED BY STRAND & TOPIC**

**Grade:** 6

**Strand:** Government 6.GO

**Topic:** Civic Participation and Skills 6.GO.A

Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.

**Content Statement 6.GO.A.9:**

**6.GO.A.9** Different perspectives on a topic can be obtained from a variety of historic and contemporary sources. Sources can be examined for accuracy.

**Expectations for Learning:**

- i. Use a variety of historic and contemporary sources to obtain multiple perspectives on a topic.
- ii. Examine a variety of sources for accuracy.

**Content Limits:** The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards and by the Expectations for Learning contained in the Model Curriculum for Grade 6 Social Studies (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.

**Item Formats:** Machine-scored: multiple-choice, short-answer, graphic-response, simulation. Hand-scored: constructed-response.

## **Stimulus**

### **Attributes:**

Stimuli may include text, narratives, extracts, tables, time lines, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from Grade 6 Content Statements and Content Elaborations.

### **Response Attributes:**

#### *General*

Students may be asked to utilize prior content knowledge to apply, locate, order, examine, explain, organize, arrange, construct, verify or list information.

### **Machine-Scored:**

#### *Multiple-Choice*

Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, and unrelated information.

#### *Short-Answer*

Responses may include, but are not limited to:

- Identifying one way to determine the accuracy of a source.

#### *Graphic-Response*

Responses may include, but are not limited to:

- From a selection of source documents, categorizing (in a graphic organizer) which sources provide accurate information based on an associated criterion.

#### *Simulation*

Responses may include, but are not limited to:

- Given a research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.
- In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.
- Given a historic or contemporary topic, identifying multiple perspectives on the topic and evaluating provided sources for accuracy.

**Hand-scored:**

*Constructed-  
Response  
(Performance-  
Based)*

Responses may include, but are not limited to:

- Choosing and explaining why one source is potentially more accurate than other sources on a single topic.
- Explaining two methods used to verify the accuracy of information found in various sources.

**ITEM SPECIFICATIONS: GRADE 6 SOCIAL STUDIES  
ORGANIZED BY STRAND & TOPIC**

**Grade:** 6

**Strand:** Government 6.GO

**Topic:** Roles and Systems of Government 6.GO.B

The purpose of government in the United States is to establish order, protect the rights of individuals and promote the common good. Governments may be organized in different ways and have limited or unlimited powers.

**Content Statement 6.GO.B.10:**

**6.GO.B.10** Governments can be categorized as monarchies, theocracies, dictatorships, or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority.

**Expectations for Learning:**

- i. Describe the relationship between those in power and individual citizens in a democracy, dictatorship, monarchy, and theocracy.
- ii. Explain that the characteristics of governments often overlap and can misrepresent the actual relationship between those governing and those being governed.  
[Note: Explain that the characteristics of government can often overlap and that the categorization of governments can misrepresent the actual relationship between those governing and those being governed.]

**Content Limits:** The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards and by the Expectations for Learning contained in the Model Curriculum for Grade 6 Social Studies (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the

instructional weight of the Content Statement and the Expectations for Learning.

**Item Formats:** Machine-scored: multiple-choice, short-answer, graphic-response, simulation. Hand-scored: constructed-response.

**Stimulus**

**Attributes:** Stimuli may include text, narratives, documents, tables, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from Grade 6 Content Statements and Content Elaborations.

**Response Attributes:**

*General* Students may be asked to utilize prior content knowledge to identify, describe, explain, discuss, and/or exemplify information.

**Machine-Scored:**

*Multiple-Choice* Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, and unrelated information.

*Short-Answer* Responses may include, but are not limited to:

- Listing two rights that may be denied by a monarchy.
- Listing one religious right that would be gained in the transfer from a dictatorship to a democracy.
- Given a list of government types, identifying the type of government which would provide the most/least rights to the people.

*Graphic-Response* Responses may include, but are not limited to:

- Labeling each type of government based on how power is obtained from the people governed.
- Listing the characteristics of democracies and dictatorships.

*Simulation* Responses may include, but are not limited to:

- Given a research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.

- In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.

**Hand-scored:**

*Constructed-  
Response  
(Performance-  
Based)*

This content statement will not be assessed on the PBA.

**ITEM SPECIFICATIONS: GRADE 6 SOCIAL STUDIES  
ORGANIZED BY STRAND & TOPIC**

**Grade:** 6

**Strand:** Economics 6.EC

**Topic:** Economic Decision Making and Skills 6.EC.A

Effective economic decision-making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors and citizens. Economic decision-making and skills engage students in the practice of analyzing costs and benefits, collecting and organizing economic evidence, and proposing alternatives to economic problems.

**Content Statement 6.EC.A.11:**

**6.EC.A.11** Economists compare data sets to draw conclusions about relationships among them.

**Expectations for Learning:**

i. Compare economic data sets to identify relationships and draw conclusions.

**Content Limits:** The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards and by the Expectations for Learning contained in the Model Curriculum for Grade 6 Social Studies (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.

**Item Formats:** Machine-scored: multiple-choice, short-answer, graphic-response, simulation. Hand-scored: constructed-response.

**Stimulus**

**Attributes:** Stimuli may include text, narratives, documents, tables, data sets, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be

drawn from Grade 6 Content Statements and Content Elaborations.

### **Response Attributes:**

*General* Students may be asked to utilize prior content knowledge to order, organize, arrange, compare, construct, describe, explain, or list information.

### **Machine-Scored:**

*Multiple-Choice* Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, and unrelated information.

*Short-Answer* Responses may include, but are not limited to:

- Using an economic data set to identify goods that a country will export.

*Graphic-Response* Responses may include, but are not limited to:

- Comparing economic production across several countries to assess which countries would likely trade with one another.

*Simulation* Responses may include, but are not limited to:

- Given a research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.
- In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.
- Given a set of economic conditions, adjusting a model of a country's import and export levels to reflect its resources and needs.

**Hand-scored:**

*Constructed-  
Response  
(Performance-  
Based)*

This content statement will not be assessed on the PBA.

**ITEM SPECIFICATIONS: GRADE 6 SOCIAL STUDIES  
ORGANIZED BY STRAND & TOPIC**

**Grade:** 6

**Strand:** Economics 6.EC

**Topic:** Economic Decision Making and Skills 6.EC.A

Effective economic decision-making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors, and citizens. Economic decision-making and skills engage students in the practice of analyzing costs and benefits, collecting and organizing economic evidence, and proposing alternatives to economic problems.

**Content Statement 6.EC.A.12:**

**6.EC.A.12** The choices people make have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies.

**Expectations for Learning:**

- i. Predict the present and future consequences of an economic decision and explain how individuals and societies may evaluate the choice differently.

**Content Limits:** The content encompassed by this Content Statement will not be assessed.

**ITEM SPECIFICATIONS: GRADE 6 SOCIAL STUDIES  
ORGANIZED BY STRAND & TOPIC**

**Grade:** 6

**Strand:** Economics 6.EC

**Topic:** Scarcity 6.EC.B

There are not enough resources to produce all the goods and services that people desire.

**Content Statement 6.EC.B.13:**

**6.EC.B.13** The fundamental questions of economics include what to produce, how to produce and for whom to produce.

**Expectations for Learning:**

- i. Explain how individuals and societies answer the fundamental questions of economics.

**Content Limits:** The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards and by the Expectations for Learning contained in the Model Curriculum for Grade 6 Social Studies (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.

**Item Formats:** Machine-scored: multiple-choice, short-answer, graphic-response, simulation. Hand-scored: constructed-response.

**Stimulus**

**Attributes:** Stimuli may include text, narratives, documents, tables, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from Grade 6 Content Statements and Content Elaborations.

**Response Attributes:**

*General* Students may be asked to utilize prior content knowledge to identify, describe, explain, discuss, and/or exemplify information.

**Machine-Scored:**

*Multiple-Choice* Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, and unrelated information.

*Short-Answer* Responses may include, but are not limited to:

- Identifying the fundamental questions of economics.
- Identifying two factors that would limit the production of a good or service.
- Identifying one means used in determining for whom to produce a good or service.

*Graphic-Response* Responses may include, but are not limited to:

- Categorizing provided scenarios in which an individual or society answers one or more of the fundamental questions of economics.

*Simulation* Simulations may be developed for this Content Statement.

Responses may include, but are not limited to:

- Given a research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.
- In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.

**Hand-scored:**

*Constructed-Response  
(Performance-Based)*

Responses may include, but are not limited to:

- Explaining the role of natural resources in how a society determines what to produce.

- Describing two factors that can influence how a society produces goods or services.

**ITEM SPECIFICATIONS: GRADE 6 SOCIAL STUDIES  
ORGANIZED BY STRAND & TOPIC**

**Grade:** 6

**Strand:** Economics 6.EC

**Topic:** Scarcity 6.EC.B

There are not enough resources to produce all the goods and services that people desire.

**Content Statement 6.EC.B.14:**

**6.EC.B.14** When regions and/or countries specialize, global trade occurs.

**Expectations for Learning:**

- i. Explain how specialization leads to global trade.

**Content Limits:** The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards and by the Expectations for Learning contained in the Model Curriculum for Grade 6 Social Studies (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.

**Item Formats:** Machine-scored: multiple-choice, short-answer, graphic-response, simulation. Hand-scored: constructed-response.

**Stimulus**

**Attributes:** Stimuli may include text, narratives, documents, tables, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from Grade 6 Content Statements and Content Elaborations.

## **Response Attributes:**

*General* Students may be asked to utilize prior content knowledge to identify, describe, explain, discuss, and/or exemplify information.

## **Machine-Scored:**

*Multiple-Choice* Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, unrelated information, and erroneous causal relationships.

*Short-Answer* Responses may include, but are not limited to:

*Graphic-Response*

Responses may include, but are not limited to:

- Indicating which countries would likely engage in trade based on their resources.

*Simulation*

Responses may include, but are not limited to:

- Given a research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.
- In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.

## **Hand-scored:**

*Constructed-Response  
(Performance-Based)*

Responses may include, but are not limited to:

- Given a set of economic circumstances in two or more countries, explaining why two countries would trade with one another but not a third country.
- Describing how global trade occurs.

**ITEM SPECIFICATIONS: GRADE 6 SOCIAL STUDIES  
ORGANIZED BY STRAND & TOPIC**

**Grade:** 6

**Strand:** Economics 6.EC

**Topic:** Markets 6.EC.C

Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce resources, goods and services

**Content Statement 6.EC.C.15:**

**6.EC.C.15** The interaction of supply and demand, influenced by competition, helps to determine price in a market. This interaction also determines the quantities of outputs produced and the quantities of inputs (human resources, natural resources and capital) used.

**Expectations for Learning:**

- i. Explain how supply, demand and competition interact to determine price.
- ii. Explain how supply, demand and competition interact to influence quantities of inputs and outputs.

**Content Limits:** The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards and by the Expectations for Learning contained in the Model Curriculum for Grade 6 Social Studies (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.

**Item Formats:** Machine-scored: multiple-choice, short-answer, graphic-response, simulation. Hand-scored: constructed-response.

**Stimulus****Attributes:**

Stimuli may include text, narratives, documents, tables, graphs, diagrams, and such other materials that will stimulate students to evaluate the content of the Content Statement. Stimuli will be drawn from Grade 6 Content Statements and Content Elaborations.

**Response Attributes:***General*

Students may be asked to utilize prior content knowledge to identify, describe, explain, discuss, and/or exemplify information.

**Machine-Scored:***Multiple-Choice*

Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, unrelated information, and erroneous causal relationships.

*Short-Answer*

Responses may include, but are not limited to:

- Listing two factors that would cause the price of a good to increase in a market.

*Graphic-Response*

Responses may include, but are not limited to:

- Completing a cause-and-effect diagram to illustrate the relationship among supply, demand and competition to determine the price of goods.

*Simulation*

Responses may include, but are not limited to:

- Given a research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.
- In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.

**Hand-scored:***Constructed-*

(Rev. Nov. 2013)

Response  
(Performance-  
Based)

This content statement will not be assessed on the PBA.

**ITEM SPECIFICATIONS: GRADE 6 SOCIAL STUDIES  
ORGANIZED BY STRAND & TOPIC**

**Grade:** 6

**Strand:** Economics 6.EC

**Topic:** Financial Literacy 6.EC.D

Financial literacy is the ability of individuals to use knowledge and skills to manage limited financial resources effectively for lifetime financial security.

**Content Statement 6.EC.D.16:**

**6.EC.D. 16** When selecting items to buy, individuals can compare the price and quality of available goods and services.

**Expectations for Learning:**

Explain how individuals compare price and quality when selecting goods and services to buy.

**Content Limits:** The content to be assessed is defined by the information contained in the Content Statement from the 2010 Academic Content Standards and by the Expectations for Learning contained in the Model Curriculum for Grade 6 Social Studies (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statement and the Expectations for Learning.

**Item Formats:** Machine-scored: multiple-choice, short-answer, graphic-response, simulation.

**Stimulus**

**Attributes:** Stimuli may include text, narratives, documents, tables, graphs, diagrams, and such other materials that will stimulate students to evaluate the content of the Content Statement.

Stimuli will be drawn from Grade 6 Content Statements and Content Elaborations.

**Response Attributes:**

*General* Students may be asked to utilize prior content knowledge to identify, describe, explain, discuss, and/or exemplify information.

**Machine-Scored:**

*Multiple-Choice* Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, unrelated information, and erroneous causal relationships.

*Short-Answer* Responses may include, but are not limited to:

- Presented with a range of products of varying price and quality and countries of origin, the student explains why a particular product made overseas may be cheaper to buy than a domestic product.

*Graphic-Response* Responses may include, but are not limited to:

- By manipulating a general trend line on a graph, the student demonstrates visually one relationship between cost and quality.

*Simulation* Responses may include, but are not limited to:

- Given a research problem, a thesis, a set of constraints, and a set of goals, analyzing provided research sources and identifying credible supporting documents.
- In addition to the foregoing, students may also respond to multiple-choice, short-answer or graphic-response items that measure the student's knowledge and reasoning concerning the conditions and goals of the simulation to which they are associated.
- For example, the student uses the simulation to go on a virtual shopping trip. The simulation presents a "market basket" of product choices and associated information about cost and quality. The student makes purchases within a budget and then answers questions about his or her shopping decisions.

**Hand-scored:**

*Constructed-  
Response  
(Performance-  
Based)*

This content statement will not be assessed on the PBA.