



Accompanying Guide to  
New Question Type  
Samplers: Social Studies

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# This document provides a guide to navigating the new question type samplers, including scoring and reporting information

All example questions in this guide are from the new question type samplers, which are available here: [new question type samplers](#)

Information provided in this document is subject to change following results from the Spring 2022 field test.

Please note the following about the new question type samplers:

- Sampler results are not predictive of student performance on the STAAR assessment, and instructional interpretations should not be made from the question type sampler results.
- Constructed response questions in the samplers will not be scored because they are handscored.
- Not all new question types in the samplers will appear on every STAAR test every year.

Additional information and resources about the STAAR assessment are available here: [STAAR Test](#)

# State and federal laws require a redesign of Texas's state summative assessment (STAAR), effective 2022–2023

Assessments provide educators and parents with helpful information to support strong teaching and guide students to their full potential.

STAAR is a summative assessment that serves several primary purposes, including determining student mastery of TEKS, determining effectiveness of curriculum and instruction programs, helping determine which individual students should receive additional holistic supports, and serving as a bar for rigor and standards alignment in planning.

State and federal laws require a redesign of Texas's state summative assessment (STAAR), effective 2022–2023, that will ensure STAAR is more aligned with how students are learning in the classroom.

One component of the redesign is the addition of new, non-multiple-choice questions to meet a 75% cap on multiple-choice questions.

# Any new question type will need to be able to meet our existing rigorous requirements for STAAR questions AND provide additional benefits

New questions will need to meet our existing rigorous requirements for STAAR, including:

- Valid statistics from field tests
- Alignment with TEKS
- Grade-level appropriateness
- Lack of bias
- Accessibility for all students
- Review and approval from a group of Texas educators who teach the grade level and agree students should be able to answer these questions at the end of the year

TEA has worked closely with educators to determine which new question types best support students:


- **600** educators participated in focus groups on new question types
- **92%** of educators agree that the new question types allow students to better demonstrate their knowledge
- **89%** of educators believe that the new question types are more engaging for students
- **80%+** of educators agree that new question types will impact instructional planning


# The following new question types may be included in the specified Social Studies tests starting in Spring 2023

*Question Type	Question Type Description	STAAR Social Studies Test Titles
<b>Inline choice</b>	Student selects the correct answer(s) from one or more drop-down menu(s).	Grade 8 EOC
<b>Hot spot</b>	Student responds by selecting one or more specific areas of a graphic.	Grade 8 EOC
<b>Hot text</b>	Student cites evidence by selecting highlighted text in a sentence, paragraph, or extended reading	Grade 8 EOC
<b>Drag and drop</b>	Student evaluates a given number of options (words, numbers, symbols, etc.) and chooses which response(s) to drag to a given area (a diagram, map, chart, etc.).	Grade 8 EOC
<b>Multipart</b>	Student responds to a two-part question where Parts A and B are scored separately. In many cases, Part B asks students to give evidence or explain their thinking for their answer to Part A.	Grade 8 EOC
<b>Match table grid</b>	Student matches statements or objects to different categories presented in a table grid.	Grade 8 EOC
<b>Multiselect</b>	Student can select more than one correct answer from a set of possible answers.	Grade 8 EOC
<b>Short constructed response</b>	Student gives a brief explanation in their own words to demonstrate their understanding of content.	Grade 8 EOC

*Max possible points per question*

 2 points

 1 or 2 points dependent upon question

 Constructed responses are graded on a rubric equal to 2 points

\*Not all new question types will appear on every test every year

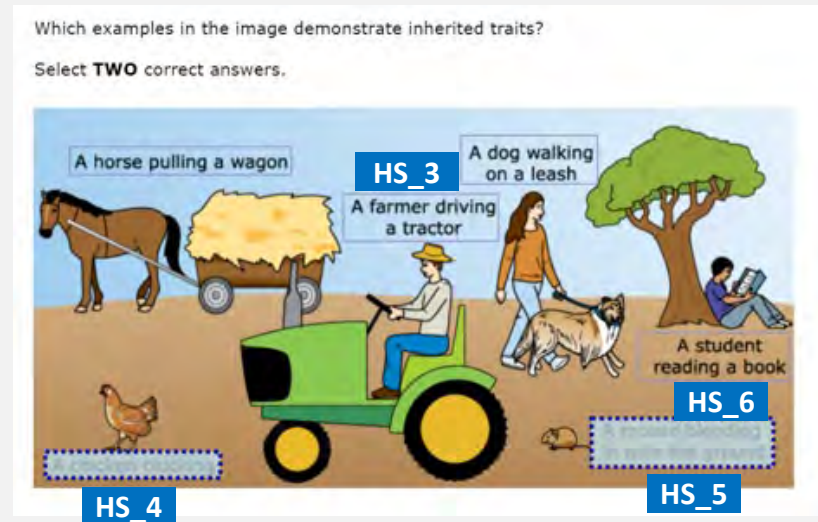
# How new question types are reported in the data file


Districts are provided a data file that details student's answers at an aggregate level:

- Actual value or texts will appear in the data file for items such as inline choice or multiple select items.
- For new question types such as match table grid or hot spot items, answer choices will be given identifiers.
- Student responses will not be transformed into a data file for some items such as graphing or number line.
- Data files will be delivered to district users' TIDE secure inbox.

## Sample data file output: Identifiers

- For this hot spot item, each answer choice is given a corresponding identifier. In a data file, it will appear that the student selected HS\_4, HS\_5 (hot spot answer choice 4 and hot spot answer choice 5) for this item.





Scoring and Reporting  
Information for Each  
New Question Type



# Overview of the scoring and reporting guide

The remainder of this resource includes information about scoring and reporting for each new question type on social studies tests.

The first slide for each new question type is an overview that includes a definition, the possible points for the question type, and the grades which may include the question type.

Then, one to two examples of the new question type are given. Each example includes a set of slides:

- Student view slides: Student view that includes the question prompt and what the student will see when they select their answer. Example student responses for each possible credit will also be given.
- Teacher view slide: Teacher view in the reporting system that includes the scoring model for the question type, the correct answer to the example question, and the score of the student answering the example question.

## Question Type: Inline Choice

### *Question Type Overview*

Description: Student selects the correct answer(s) from one or more drop-down menu(s).

Point value: These questions can be worth a maximum of 2 points with the possibility of receiving 1 point for a partially correct response.

Social studies tests that may include these questions: Grade 8 and EOC

# Question Type: Inline Choice

## Example #1: Student view

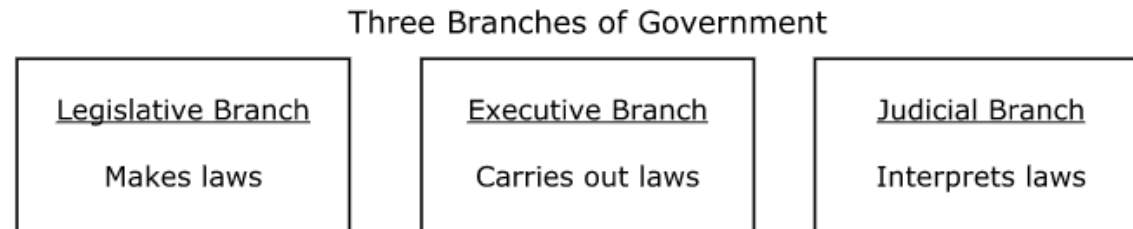
This example is question #1 in the Grade 8 sampler.

1

GUEST, GUEST



This diagram identifies the governmental structure described in the U.S. Constitution.



Complete the sentences by selecting the correct answers from the drop-down menus.

The constitutional organization shown in the diagram was directly influenced by the ideas of .

He argued that the three branches were important because they prevented  in the government.

## Question Type: Inline Choice

### Example #1: Student view

This is what the student will see when they select the correct answers (2 points).

The constitutional organization shown in the diagram was directly influenced by the ideas of . He argued that the three branches were important because they prevented  in the government.

This student chose one correct answer and one incorrect answer (1 point).

The constitutional organization shown in the diagram was directly influenced by the ideas of . He argued that the three branches were important because they prevented  in the government.

## Question Type: Inline Choice

### *Example #1: Student view*

This student chose incorrect answers (0 points).

The constitutional organization shown in the diagram was directly influenced by the ideas of .  
He argued that the three branches were important because they prevented  in the government.

# Question Type: Inline Choice

## Example #1: Teacher view

The screenshot shows the 'Fall 2022 STAAR Interim' interface. At the top, it displays 'Student: Demo, Student' and 'Item 2'. Below this, there are tabs for 'Item & Score' and 'Rubric & Resources'. The 'Item & Score' tab is active, showing 'Current Item: 1' and 'Score: 2/2'. A table with two columns, 'Scoring Assertion' and 'Outcome', is visible. The 'Scoring Assertion' column contains the text '1. The student chose the correct answer.' and the 'Outcome' column contains a checkmark. To the right of the table, there is a 'student setting(s)' section with a green 'ON' button. Below the table, the question text reads: 'This diagram identifies the governmental structure described in the U.S. Constitution.' The diagram is titled 'Three Branches of Government' and consists of three boxes: 'Legislative Branch' (Makes laws), 'Executive Branch' (Carries out laws), and 'Judicial Branch' (Interprets laws). Below the diagram, the question continues: 'Complete the sentences by selecting the correct answers from the drop-down menus. The constitutional organization shown in the diagram was directly influenced by the ideas of Charles de Montesquieu. He argued that the three branches were important because they prevented unlimited power in the government.' The dropdown menus are currently set to 'Charles de Montesquieu' and 'unlimited power'.

The scoring model for this **inline choice** question is:

- To obtain full credit (2 points), the student will select the correct answer from each drop-down menu.
- To obtain partial credit (1 point), the student will select a correct answer from one of the drop-down menus.
- Students will receive 0 points if both answers in the drop-down menus are missing or incorrect.

In this example, this student chose correct answers, so they received full credit (2 points).

## Question Type: Hot Spot

### *Question Type Overview*

Description: Student responds by selecting one or more specific areas of a graphic.

Point value: These questions can be worth a maximum of 2 points with the possibility of receiving 1 point for a partially correct response.

Social studies tests that may include these questions: Grade 8 and EOC

# Question Type: Hot Spot

## Example #1: Student view

This example is question #3 in the Grade 8 sampler.

3

GUEST, GUEST



This map shows a part of the eastern United States.

Which location on the map was the site of a turning point in the Civil War?

Select the correct answer.





## Question Type: Hot Spot

*Example #1: Student view*

This is what the student will see when they select the correct answer (1 point).



This student chose an incorrect answer (0 points).



# Question Type: Hot Spot

## Example #1: Teacher view

CRS - Centralized Reporting System

Fall 2022 STAAR Interim


Item 5 Student: Demo, Student Item 7

Current Item: 6 Score: 1/1 Item & Score Rubric & Resources

Scoring Assertion	Outcome
1. The student chose the correct answer.	✓

student setting(s)  
 ON

This map shows a part of the eastern United States.  
Which location on the map was the site of a turning point in the Civil War?  
Select the correct answer.



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The scoring model for this **hot spot** question is:

- To obtain full credit (1 point), the student must select the correct location on the map.
- Students would receive 0 points if the location selected is incorrect or if no location is selected.

In this example, this student chose the correct answer, so they received full credit (1 point).

# Question Type: Hot Spot

## Example #2: Student view

This example is question #4 in the Grade 8 sampler.

4

GUEST, GUEST



This graphic organizer shows physical characteristics that affected the development of the early United States.

Which physical characteristics contributed **MOST** to the development of the shipbuilding industry in the northeastern states?

Select **THREE** correct answers.

Physical Characteristics of the Early United States

Thick forests	Long growing season	Broad coastal plains
Deep harbors	Abundant sea life	Large desert regions

This is what the student will see when they select the correct answers (2 points).

Physical Characteristics of the Early United States

Thick forests	Long growing season	Broad coastal plains
Deep harbors	Abundant sea life	Large desert regions

## Question Type: Hot Spot

### Example #2 Student view

This student chose two correct answers and one incorrect answer (1 point).

Physical Characteristics of the Early United States

Thick forests	Long growing season	Broad coastal plains
Deep harbors	Abundant sea life	Large desert regions

This student chose two incorrect answers and one correct answer (0 points).

Physical Characteristics of the Early United States

Thick forests	Long growing season	Broad coastal plains
Deep harbors	Abundant sea life	Large desert regions

# Question Type: Hot Spot

## Example #2: Teacher view

The screenshot shows the 'Fall 2022 STAAR Interim' interface. At the top, it displays 'Item 3', 'Student: Demo, Student', and 'Item 5'. Below this, it shows 'Current Item: 4' and 'Score: 2/2'. The main content area is titled 'Scoring Assertion' and 'Outcome'. The 'Scoring Assertion' section contains the text: '1. The student chose the correct answer.' The 'Outcome' section shows a checkmark. Below this, there is a 'student setting(s)' toggle set to 'ON'. The question text reads: 'This graphic organizer shows physical characteristics that affected the development of the early United States. Which physical characteristics contributed **MOST** to the development of the shipbuilding industry in the northeastern states? Select **THREE** correct answers.' The graphic organizer is titled 'Physical Characteristics of the Early United States' and contains six boxes: 'Thick forests', 'Long growing season', 'Broad coastal plains', 'Deep harbor', 'Abundant sea life', and 'Large desert regions'. The first four boxes are highlighted with a blue dashed border, indicating they were selected by the student.

The scoring model for this **hot spot** question is:

- To obtain full credit (2 points), the student will correctly select all three physical characteristics of the early United States.
- To obtain partial credit (1 point), the student will correctly identify two of the characteristics.
- Students will receive 0 points if two or more characteristics are missing or incorrect.

In this example, this student chose all correct answers, so they received full credit (2 points).

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## Question Type: Hot Text

### *Question Type Overview*

Description: Student cites evidence by selecting highlighted text in a sentence, paragraph, or extended reading.

Point value: These questions can be worth a maximum of 2 points with the possibility of receiving 1 point for a partially correct response.

Social studies tests that may include these questions: Grade 8 and EOC

# Question Type: Hot Text

## Example #1: Student view

This example is question #5 in the Grade 8 sampler.

5

GUEST, GUEST



This excerpt is from the U.S. Constitution.

In all Cases affecting Ambassadors, other public Ministers and Consuls, and those in which a State shall be Party, the supreme Court shall have original Jurisdiction. In all the other Cases before mentioned, the supreme Court shall have appellate Jurisdiction.

—U.S. Constitution, Article III, Section 2

Select the grievance against the king of England from the Declaration of Independence that this section of the Constitution addressed.

Select the correct answer.

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers.

He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries.

He has erected a multitude of New Offices, and sent . . . swarms of Officers to harrass our people, and eat out their substance. . . .

For protecting [armed troops] . . . from punishment for any Murders which they should commit on the Inhabitants of these States: . . .

For transporting us beyond Seas to be tried for pretended offences.

—Declaration of Independence, 1776

# Question Type: Hot Text

## Example #1: Student view

This is what the student will see when they select the correct answer (1 point).

Select the correct answer.

He has **obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers.**

He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries.

He has erected a multitude of New Offices, and sent . . . swarms of Officers to harrass our people, and eat out their substance. . . .

For protecting [armed troops] . . . from punishment for any Murders which they should commit on the Inhabitants of these States: . . .

For transporting us beyond Seas to be tried for pretended offences.

—Declaration of Independence, 1776

This student selected an incorrect answer (0 points).

Select the correct answer.

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers.

He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries.

He has erected a multitude of New Offices, and **sent . . . swarms of Officers to harrass our people,** and eat out their substance. . . .

For protecting [armed troops] . . . from punishment for any Murders which they should commit on the Inhabitants of these States: . . .

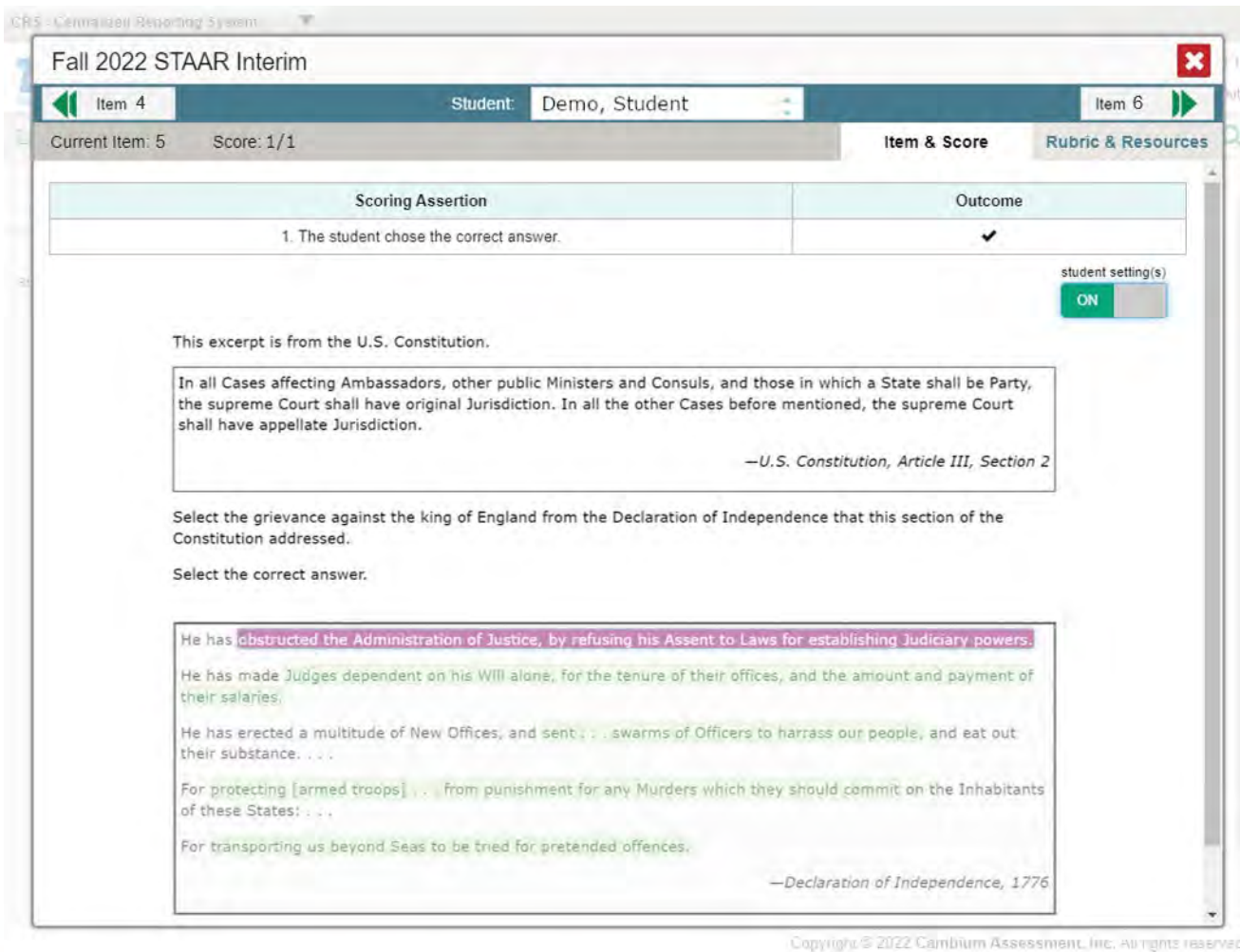
For transporting us beyond Seas to be tried for pretended offences.

—Declaration of Independence, 1776



# Question Type: Hot Text

## Example #1: Teacher view



Fall 2022 STAAR Interim

Item 4 Student: Demo, Student Item 6

Current Item: 5 Score: 1/1

Scoring Assertion	Outcome
1. The student chose the correct answer.	✓

student setting(s)  
ON

This excerpt is from the U.S. Constitution.

In all Cases affecting Ambassadors, other public Ministers and Consuls, and those in which a State shall be Party, the supreme Court shall have original Jurisdiction. In all the other Cases before mentioned, the supreme Court shall have appellate Jurisdiction.

—U.S. Constitution, Article III, Section 2

Select the grievance against the king of England from the Declaration of Independence that this section of the Constitution addressed.

Select the correct answer.

He has **obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers.**

He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries.

He has erected a multitude of New Offices, and sent . . . swarms of Officers to harrass our people, and eat out their substance. . . .

For protecting [armed troops] . . . from punishment for any Murders which they should commit on the Inhabitants of these States: . . .

For transporting us beyond Seas to be tried for pretended offences.

—Declaration of Independence, 1776

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The scoring model for this **hot text** question is:

- To obtain full credit (1 point), the student will correctly select the grievance against the king of England addressed in the section.
- Students will receive 0 points if the selection is missing or incorrect.

In this example, this student chose the correct answer, so they received full credit (1 point).

# Question Type: Hot Text

## Example #2: Student view

This example is question #6 in the Grade 8 sampler.

**6**

GUEST, GUEST

This excerpt describes the writing of the U.S. Constitution in 1787.

Determine which parts of the excerpt explain why this event in 1787 was significant in U.S. history.

Select **TWO** correct answers.

The delegates appointed a Committee of Detail to put its decisions in writing. Near the end of the convention, a Committee of Style and Arrangement kneaded it into its final form, condensing 23 articles into seven in less than four days.

On September 17, 1787, 38 delegates signed the Constitution. . . . It was an extraordinary achievement. Tasked with revising the existing government, the delegates came up with a completely new one. Wary about centralized power and loyal to their states, they created a powerful central government. Representing wildly different interests and views, they crafted compromises. It stands today as one of the longest-lived and most [imitated] constitutions in the world.

—“The Constitution: How Did It Happen?,” National Archives

## Question Type: Hot Text

### Example #2: Student view

This is what the student will see when they select the correct answers (2 points).

The delegates appointed a Committee of Detail to put its decisions in writing. Near the end of the convention, a Committee of Style and Arrangement kneaded it into its final form, condensing 23 articles into seven in less than four days.

On September 17, 1787, 38 delegates signed the Constitution. . . . It was an extraordinary achievement. Tasked with revising the existing government, the delegates came up with a completely new one. Wary about centralized power and loyal to their states, they created a powerful central government. Representing wildly different interests and views, they crafted compromises. It stands today as one of the longest-lived and most [imitated] constitutions in the world.

—“The Constitution: How Did It Happen?,” National Archives

This student chose one correct answer and one incorrect answer (1 point).

The delegates appointed a Committee of Detail to put its decisions in writing. Near the end of the convention, a Committee of Style and Arrangement kneaded it into its final form, condensing 23 articles into seven in less than four days.

On September 17, 1787, 38 delegates signed the Constitution. . . . It was an extraordinary achievement. Tasked with revising the existing government, the delegates came up with a completely new one. Wary about centralized power and loyal to their states, they created a powerful central government. Representing wildly different interests and views, they crafted compromises. It stands today as one of the longest-lived and most [imitated] constitutions in the world.

—“The Constitution: How Did It Happen?,” National Archives

## Question Type: Hot Text

### Example #2: Student view

This student chose two incorrect answers (0 points).

The delegates appointed a Committee of Detail to put its decisions in writing. Near the end of the convention, a Committee of Style and Arrangement kneaded it into its final form, condensing 23 articles into seven in less than four days.

On September 17, 1787, 38 delegates signed the Constitution. . . . It was an extraordinary achievement. Tasked with revising the existing government, the delegates came up with a completely new one. Wary about centralized power and loyal to their states, they created a powerful central government. Representing wildly different interests and views, they crafted compromises. It stands today as one of the longest-lived and most [imitated] constitutions in the world.

—“The Constitution: How Did It Happen?,” National Archives

# Question Type: Hot Text

## Example #1: Teacher view

The screenshot shows the teacher interface for a Hot Text question. At the top, it displays 'Fall 2022 STAAR Interim' and 'Student: Demo, Student'. The current item is 6, with a score of 2/2. The question type is 'Hot Text'. The scoring assertion is '1. The student chose the correct answer.' and the outcome is a checkmark. A student setting for 'ON' is visible. The question text reads: 'This excerpt describes the writing of the U.S. Constitution in 1787. Determine which parts of the excerpt explain why this event in 1787 was significant in U.S. history. Select TWO correct answers.' The excerpt text is: 'The delegates appointed a Committee of Detail to put its decisions in writing. Near the end of the convention, a Committee of Style and Arrangement kneaded it into its final form, condensing 23 articles into seven in less than four days. On September 17, 1787, 38 delegates signed the Constitution. . . . It was an extraordinary achievement. Tasked with revising the existing government, the delegates came up with a completely new one. Wary about centralized power and loyal to their states, they created a powerful central government. Representing wildly different interests and views, they crafted compromises. It stands today as one of the longest-lived and most [imitated] constitutions in the world.' The source is cited as '—"The Constitution: How Did It Happen?," National Archives'.

The scoring model for this **hot text** question is:

- To obtain full credit (2 points), the student will correctly select the two parts of the excerpt that explain why the writing of the U.S. Constitution in 1787 was significant.
- To obtain partial credit (1 point), the student will correctly select one of the parts of the excerpt.
- Students will receive 0 points if both selections are missing or incorrect.

In this example, this student chose the correct answers, so they received full credit (2 points).

## Question Type: Drag and Drop

### *Question Type Overview*

Description: Student evaluates a given number of options (words, numbers, symbols, etc.) and chooses which response(s) to drag to a given area (a diagram, map, chart, etc.).

Point value: These questions can be worth a maximum of 2 points with the possibility of receiving 1 point for a partially correct response.

Social studies tests that may include these questions: Grade 8 and EOC

# Question Type: Drag and Drop

## Example #1: Student view

This example is question #7 in the Grade 8 sampler.

7

GUEST, GUEST



Determine which contribution explains each individual's significance to the American Revolution.

Move the answers to the correct boxes.

Summarized the reasons for breaking away from Britain in the Declaration of Independence

Became the first casualty of the American Revolution when he was killed at the Boston Massacre

Led the Continental Army in key victories against the British

Wrote ideas in the pamphlet *Common Sense* that inspired colonists to support the revolution

Thomas Jefferson	George Washington	Thomas Paine	Crispus Attucks
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

# Question Type: Drag and Drop

## Example #1: Student view

This is what the student will see when they select the correct answers (2 points).

Thomas Jefferson	George Washington	Thomas Paine	Crispus Attucks
Summarized the reasons for breaking away from Britain in the Declaration of Independence	Led the Continental Army in key victories against the British	Wrote ideas in the pamphlet <i>Common Sense</i> that inspired colonists to support the revolution	Became the first casualty of the American Revolution when he was killed at the Boston Massacre

This student selected some but not all correct answers (1 point).

Thomas Jefferson	George Washington	Thomas Paine	Crispus Attucks
Summarized the reasons for breaking away from Britain in the Declaration of Independence	Wrote ideas in the pamphlet <i>Common Sense</i> that inspired colonists to support the revolution	Led the Continental Army in key victories against the British	Became the first casualty of the American Revolution when he was killed at the Boston Massacre



# Question Type: Drag and Drop

## Example #1: Student view

This student chose all incorrect answers (0 point).

Thomas Jefferson	George Washington	Thomas Paine	Crispus Attucks
Wrote ideas in the pamphlet <i>Common Sense</i> that inspired colonists to support the revolution	Became the first casualty of the American Revolution when he was killed at the Boston Massacre	Led the Continental Army in key victories against the British	Summarized the reasons for breaking away from Britain in the Declaration of Independence

# Question Type: Drag and Drop

## Example #1: Teacher view

The screenshot shows the teacher interface for a drag and drop question. At the top, it displays 'Fall 2022 STAAR Interim' and 'Student: Demo, Student'. The current item is 7, and the score is 2/2. The question asks to determine which contribution explains each individual's significance to the American Revolution. Below the question are four draggable text boxes and a table with four columns representing individuals: Thomas Jefferson, George Washington, Thomas Paine, and Crispus Attucks. The table cells contain the descriptions of their contributions, which have been correctly placed in the table.

Thomas Jefferson	George Washington	Thomas Paine	Crispus Attucks
Summarized the reasons for breaking away from Britain in the Declaration of Independence	Led the Continental Army in key victories against the British	Wrote ideas in the pamphlet <i>Common Sense</i> that inspired colonists to support the revolution	Became the first casualty of the American Revolution when he was killed at the Boston Massacre

The scoring model for this **drag and drop** question is:

- To obtain full credit (2 points), the student will correctly determine all four contributions which explain each individual's significance to the American Revolution.
- To obtain partial credit (1 point), the student will correctly determine two or three contributions.
- Students will receive 0 points if three or more contributions are missing or incorrect.

In this example, this student selected all correct answers, so they received full credit (2 points).

## Question Type: Multipart

### *Question Type Overview*

Description: Student responds to a two-part question where Parts A and B are scored separately. In many cases, Part B asks students to give evidence or explain their thinking for their answer to Part A.

Point value: These questions can be worth a maximum of 2 points with the possibility of receiving 1 point for a partially correct response.

Social studies tests that may include these questions: Grade 8 and EOC

# Question Type: Multipart

## Example #1: Student view

This example is question #9 in the Grade 8 sampler.

9

GUEST, GUEST



This question has two parts.

This excerpt describes the experiences of pioneers on the Oregon Trail in the mid-nineteenth century.

The Oregon Trail was a wagon road stretching 2,170 miles from Missouri to Oregon's Willamette Valley. It was not a road in any modern sense, only parallel ruts leading across endless prairie, sagebrush desert, and mountains. . . .

. . . The promise of free land inspired many to take on and complete the difficult journey.

. . . In summer, water sources dried up, oxen perished and families endured thirst. Others experienced starvation when they brought insufficient food supplies and found it impossible to live off the land.

— "Basic Facts about the Oregon Trail," National Historic Oregon Trail Interpretive Center

### Part A

Based on the excerpt, which effect did physical geography have on westward expansion?

- Ⓐ Diverse landforms made it easy to transport farming tools during the journey.
- Ⓑ Harsh climate conditions made it difficult to collect needed supplies along the journey.
- Ⓒ Rich soil encouraged settlers to establish cattle ranches before continuing the journey.
- Ⓓ Plentiful rivers discouraged settlers from bringing their families on the journey.

### Part B

Which statement provides evidence for the answer to Part A?

- Ⓐ "The Oregon Trail was a wagon road stretching 2,170 miles from Missouri to Oregon's Willamette Valley."
- Ⓑ "It was not a road in any modern sense, only parallel ruts. . . ."
- Ⓒ "The promise of free land inspired many. . . ."
- Ⓓ "In summer, water sources dried up, oxen perished and families endured thirst."

# Question Type: Multipart

## Example #1: Student view

This is what the student will see when they select the correct answers (2 points).

### Part A

Based on the excerpt, which effect did physical geography have on westward expansion?

- A Diverse landforms made it easy to transport farming tools during the journey.
- B Harsh climate conditions made it difficult to collect needed supplies along the journey.
- C Rich soil encouraged settlers to establish cattle ranches before continuing the journey.
- D Plentiful rivers discouraged settlers from bringing their families on the journey.

### Part B

Which statement provides evidence for the answer to Part A?

- A "The Oregon Trail was a wagon road stretching 2,170 miles from Missouri to Oregon's Willamette Valley."
- B "It was not a road in any modern sense, only parallel ruts. . . ."
- C "The promise of free land inspired many. . . ."
- D "In summer, water sources dried up, oxen perished and families endured thirst."

This student chose the correct answer for Part A but did not choose the correct answer for Part B (1 point).

### Part A

Based on the excerpt, which effect did physical geography have on westward expansion?

- A Diverse landforms made it easy to transport farming tools during the journey.
- B Harsh climate conditions made it difficult to collect needed supplies along the journey.
- C Rich soil encouraged settlers to establish cattle ranches before continuing the journey.
- D Plentiful rivers discouraged settlers from bringing their families on the journey.

### Part B

Which statement provides evidence for the answer to Part A?

- A "The Oregon Trail was a wagon road stretching 2,170 miles from Missouri to Oregon's Willamette Valley."
- B "It was not a road in any modern sense, only parallel ruts. . . ."
- C "The promise of free land inspired many. . . ."
- D "In summer, water sources dried up, oxen perished and families endured thirst."

# Question Type: Multipart

## Example #1: Student view

This student did not choose the correct answer for Part A (0 points).

### Part A

Based on the excerpt, which effect did physical geography have on westward expansion?

A Diverse landforms made it easy to transport farming tools during the journey.

B Harsh climate conditions made it difficult to collect needed supplies along the journey.

C Rich soil encouraged settlers to establish cattle ranches before continuing the journey.

D Plentiful rivers discouraged settlers from bringing their families on the journey.

### Part B

Which statement provides evidence for the answer to Part A?

A "The Oregon Trail was a wagon road stretching 2,170 miles from Missouri to Oregon's Willamette Valley."

B "It was not a road in any modern sense, only parallel ruts. . . ."

C "The promise of free land inspired many. . . ."

D "In summer, water sources dried up, oxen perished and families endured thirst."

# Question Type: Multipart

## Example #1: Teacher view

The screenshot shows the 'Fall 2022 STAAR Interim' interface. At the top, it displays 'Item 8', 'Student: Demo, Student', and 'Item 10'. Below this, it shows 'Current Item: 9' and 'Score: 2/2'. The main content area is divided into two tabs: 'Item & Score' and 'Rubric & Resources'. Under 'Item & Score', there is a table with two columns: 'Scoring Assertion' and 'Outcome'. The table contains one row: '1. The student chose the correct answer.' with a checkmark in the 'Outcome' column. To the right of the table is a 'student setting(s)' toggle switch set to 'ON'. Below the table, the question text is displayed: 'This question has two parts. This excerpt describes the experiences of pioneers on the Oregon Trail in the mid-nineteenth century.' The excerpt is enclosed in a box and reads: 'The Oregon Trail was a wagon road stretching 2,170 miles from Missouri to Oregon's Willamette Valley. It was not a road in any modern sense, only parallel ruts leading across endless prairie, sagebrush desert, and mountains. . . . The promise of free land inspired many to take on and complete the difficult journey. . . . In summer, water sources dried up, oxen perished and families endured thirst. Others experienced starvation when they brought insufficient food supplies and found it impossible to live off the land. — "Basic Facts about the Oregon Trail," National Historic Oregon Trail Interpretive Center'. Below the excerpt is 'Part A' with the question: 'Based on the excerpt, which effect did physical geography have on westward expansion?'. There are four radio button options: 'Diverse landforms made it easy to transport farming tools during the journey.', 'Harsh climate conditions made it difficult to collect needed supplies along the journey.', 'Rich soil encouraged settlers to establish cattle ranches before continuing the journey.', and 'Plentiful rivers discouraged settlers from bringing their families on the journey.' The 'Harsh climate conditions' option is selected.

The scoring model for this **multipart** question is:

- To obtain full credit (2 points), the student will correctly answer Part A and Part B.
- To obtain partial credit (1 point), the student will correctly answer Part A.
- Students will receive 0 points if the answer to Part A is missing or incorrect.

In this example, this student chose the correct answer for both Part A and Part B, so they received full credit (2 points).

## Question Type: Match Table Grid

### *Question Type Overview*

Description: Student matches statements or objects to different categories presented in a table grid.

Point value: These questions can be worth a maximum of 2 points with the possibility of receiving 1 point for a partially correct response.

Social studies tests that may include these questions: Grade 8 and EOC



# Question Type: Match Table Grid

## Example #1: Student view

This example is question #11 in the Grade 8 sampler.

11

GUEST, GUEST



Determine whether the reasons for immigration applied **MOST** to Irish or Chinese immigrants or to both groups.

Select the correct answer in each row.

Reason for Immigration	Irish	Chinese	Both
To avoid famine caused by potato crop failure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To escape harsh economic conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To find work building the railroad in the western United States	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Question Type: Match Table Grid

## Example #1: Student view

This is what the student will see when they select the correct answers (2 points).

Reason for Immigration	Irish	Chinese	Both
To avoid famine caused by potato crop failure	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To escape harsh economic conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
To find work building the railroad in the western United States	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

This student chose two correct answers and one incorrect answer (1 point).

Reason for Immigration	Irish	Chinese	Both
To avoid famine caused by potato crop failure	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To escape harsh economic conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
To find work building the railroad in the western United States	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

This student chose three incorrect answers (0 points).

Reason for Immigration	Irish	Chinese	Both
To avoid famine caused by potato crop failure	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
To escape harsh economic conditions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To find work building the railroad in the western United States	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

# Question Type: Match Table Grid

## Example #1: Teacher view

The screenshot shows the teacher view of a question in the Fall 2022 STAAR Interim. The interface includes a navigation bar with 'Item 10' and 'Item 12' buttons, a student dropdown set to 'Demo, Student', and a score indicator 'Current Item: 11 Score: 2/2'. Below the navigation is a 'Scoring Assertion' table with one row: '1. The student chose the correct answer.' and an 'Outcome' column with a checkmark. A 'student setting(s)' toggle is set to 'ON'. The question text asks to determine if reasons for immigration applied **MOST** to Irish or Chinese immigrants or to both groups, and to select the correct answer in each row. The match table grid is as follows:

Reason for Immigration	Irish	Chinese	Both
To avoid famine caused by potato crop failure	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To escape harsh economic conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
To find work building the railroad in the western United States	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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The scoring model for this **match table grid** question is:

- To obtain full credit (2 points), the student will correctly determine all three reasons for immigration.
- To obtain partial credit (1 point), the student will correctly determine two reasons.
- Students will receive 0 points if two or more reasons are missing or incorrect.

In this example, this student chose all correct answers, so they received full credit (2 points).

## Question Type: Multiselect

### *Question Type Overview*

Description: Student can select more than one correct answer from a set of possible answers. Student will not be allowed to select more than the specified number of correct answers asked for within an individual question.

Point value: These questions can be worth a maximum of 2 points with the possibility of receiving 1 point for a partially correct response.

Social studies tests that may include these questions: Grade 8 and EOC

# Question Type: Multiselect

## Example #1: Student view

This example is question #13 in the Grade 8 sampler.

**13**

GUEST, GUEST

How did the expansion of slavery in the mid-nineteenth century lead to the Civil War?

Select **TWO** correct answers.

- By increasing sectional tensions over the idea of states' rights
- By increasing foreign influence over the politics of slave states
- By inspiring the creation of the Republican Party that opposed the spread of slavery
- By decreasing migration to territories west of the Mississippi River
- By limiting the ability of people in free states to learn about the horrors of slavery

## Question Type: Multiselect

### Example #1: Student view

This is what the student will see when they select the correct answers (2 points).

- By increasing sectional tensions over the idea of states' rights
- By increasing foreign influence over the politics of slave states
- By inspiring the creation of the Republican Party that opposed the spread of slavery
- By decreasing migration to territories west of the Mississippi River
- By limiting the ability of people in free states to learn about the horrors of slavery

This student chose one correct answer and one incorrect answer (1 point).

- By increasing sectional tensions over the idea of states' rights
- By increasing foreign influence over the politics of slave states
- By inspiring the creation of the Republican Party that opposed the spread of slavery
- By decreasing migration to territories west of the Mississippi River
- By limiting the ability of people in free states to learn about the horrors of slavery

## Question Type: Multiselect

### *Example #1: Student view*

This student chose two incorrect answers (0 points).

- By increasing sectional tensions over the idea of states' rights
- By increasing foreign influence over the politics of slave states
- By inspiring the creation of the Republican Party that opposed the spread of slavery
- By decreasing migration to territories west of the Mississippi River
- By limiting the ability of people in free states to learn about the horrors of slavery

# Question Type: Multiselect

## Example #1: Teacher view

The screenshot shows the 'Fall 2022 STAAR Interim' interface. At the top, it displays 'Item 12', 'Student: Demo, Student', and 'Item 14'. Below this, it shows 'Current Item: 13' and 'Score: 2/2'. The main content area is titled 'Scoring Assertion' and 'Outcome'. The 'Scoring Assertion' section contains the text: '1. The student chose the correct answer.' The 'Outcome' section shows a checkmark. Below this, there is a 'student setting(s)' toggle set to 'ON'. The question text reads: 'How did the expansion of slavery in the mid-nineteenth century lead to the Civil War? Select **TWO** correct answers.' There are five answer options, each with a checkbox:   
1.  By increasing sectional tensions over the idea of states' rights   
2.  By increasing foreign influence over the politics of slave states   
3.  By inspiring the creation of the Republican Party that opposed the spread of slavery   
4.  By decreasing migration to territories west of the Mississippi River   
5.  By limiting the ability of people in free states to learn about the horrors of slavery

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The scoring model for this **multiselect** question is:

- To obtain full credit (2 points), the student will select two correct answers to how the expansion of slavery in the mid-nineteenth century led to the Civil War.
- To obtain partial credit (1 point), the student will select one correct answer.
- Students will receive 0 points if both selections are missing or incorrect.

In this example, this student chose correct answers, so they received full credit (2 points).



# Question Type: Short Constructed Response

## *Question Type Overview*

Description: Student gives a brief explanation in their own words to demonstrate their understanding of content.

Point value: Short constructed responses are graded on a rubric equal to 2 points.

Social studies tests that may include these questions: Grade 8 and EOC

# Question Type: Short Constructed Response

## Example #1: Student view

This example is question #15 in the Grade 8 sampler.

**15**

GUEST, GUEST

What were **TWO** significant ways in which the Louisiana Purchase of 1803 affected the future development of the United States?

Think about the question carefully. Then enter your answer in the box provided.

**B I U I<sub>x</sub>** **☰ ☱ ☲ ☳** **✂ 📄 📄 ↶ ↷** **ABC 📅 Ω**

# Chars 0/475

Note: More information about constructed response questions, including rubrics and sample student responses, will be available in Fall 2022.

# Question Type: Short Constructed Response

## Example #1: Teacher view

The screenshot displays the 'Fall 2022 STAAR Interim' interface. At the top, it shows 'Item 14' and 'Student: Demo, Student'. Below this, a table titled 'Scoring Assertion' and 'Outcome' is visible. The table has one row: '1. The student chose the correct answer.' with a checkmark in the 'Outcome' column. To the right of the table is a 'student setting(s)' toggle switch set to 'ON'. Below the table, the question text reads: 'What were **TWO** significant ways in which the Louisiana Purchase of 1803 affected the future development of the United States? Think about the question carefully. Then enter your answer in the box provided.' Below the question is a rich text editor with a toolbar containing icons for bold, italic, underline, strikethrough, bulleted list, numbered list, indent, outdent, link, unlink, undo, redo, and help. The text area contains the placeholder 'The student's response will appear here.' and a character count '# Chars 0/475'.

The scoring model for this **short constructed response** question is:

- To obtain full credit (2 points), the student will correctly identify two significant ways in which the Louisiana Purchase of 1803 affected the future development of the United States.
- To obtain partial credit (1 point) the student will correctly identify one significant way.
- Students will receive 0 points if no significant ways are identified.

A rubric is used to determine the score for a short constructed response. A correct answer to this example will receive 2 points.

Note: More information about constructed response questions, including rubrics and sample student responses, will be available in Fall 2022.

# Additional Resources

Additional information about STAAR and STAAR Redesign is available via the following links:

- [STAAR Redesign Resources](#)
- [STAAR Social Studies Resources](#)
- [STAAR Resources for all Assessments](#)