

A background image showing a group of students in a classroom. In the foreground, a young woman with long dark hair is smiling and looking towards the right. Behind her, a young man is looking down at a laptop. To the left, another student is partially visible, also looking at a laptop. The scene is brightly lit, suggesting an indoor classroom environment.

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](#)

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 |
|----------------|---|----------------------------------|
| Inline choice | Student selects the correct answer(s) from one or more drop-down menu(s). | Grade 8 EOC |
| Hot spot | Student responds by | -mEOC |
| ☐ | Student selects the correct answer(s) from one or more drop-down menu(s). | |
| | | |
| | | |
| | | |
| | | |
| | | |

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.

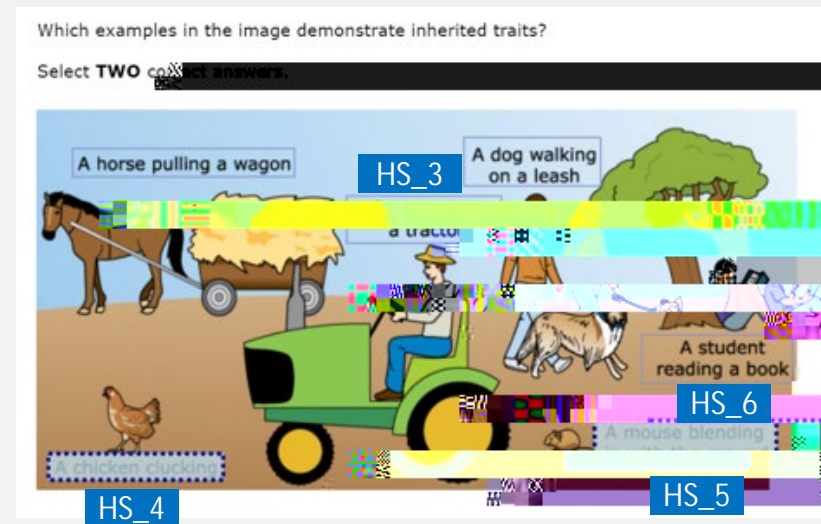
For new question types such as match table grid or hot spot items, answer choices will be given identifiers.

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

Question Type: Inline Choice

Example #1: Student view

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



The screenshot shows a digital interface for a student. At the top left, a blue square contains the number '1'. To the right is a circular menu icon with a checkmark. Below these is a progress bar with a blue segment on the left and a dotted line extending to the right. The main content area is a dark rectangle with the title 'Three Branches of Government' centered in white text. Below the title are two horizontal lines, likely for an answer or notes.

Question Type: Inline Choice

Example #1: Student view

This student chose incorrect answers (0 points).



Question Type: Inline Choice

Example #1: Teacher view

CRS - Centralized Reporting System

Fall 2022 STAAR Interim

Current Item: 1

| Scoring Assertion | Outcome |
|--|---------|
| 1. The student chose the correct answer. | |

student setting(s)
ON

This diagram identifies the gov

Three Branches of Government

| | | |
|----------------------------------|--------------------------------------|------------------------------------|
| Legislative Branch Makes laws | Executive Branch Carries out laws | Judicial Branch Interprets laws |
|----------------------------------|--------------------------------------|------------------------------------|

Complete the sentences by selecting the correct answers from

The constitutional organization shown in the diagram was
Charles de Montesquieu. He argued that the three branches were
unlimited power with the government.

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.

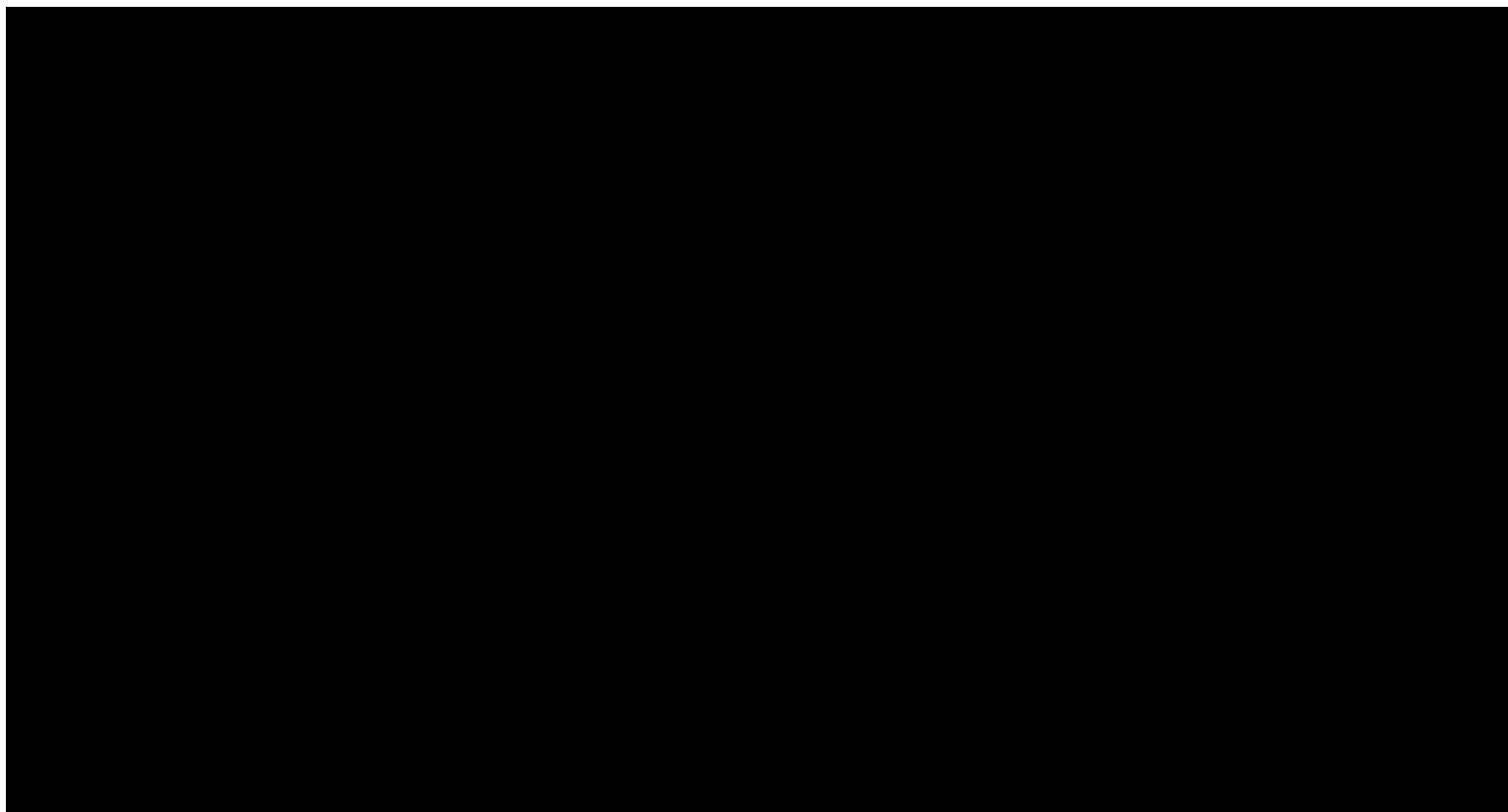
Point value: These questions can be worth a maximum of 2 points with the possibility of receiving 1 point for a partially correct response.

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

Question Type: Hot Spot

Example #1: Student view

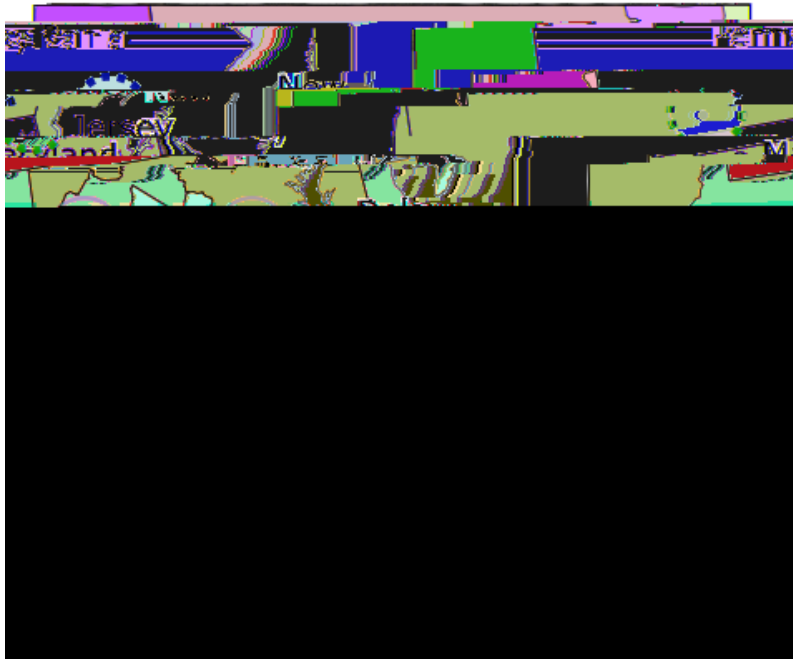
This example is question #3 in the Grade 8 sampler.



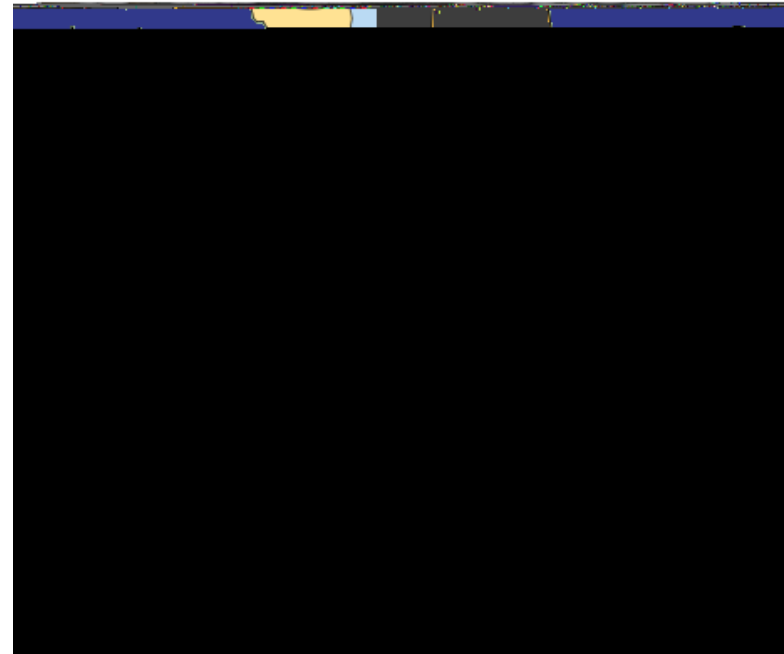
Question Type: Hot Spot

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

The screenshot displays the 'Fall 2022 STAAR Interim' interface. At the top, it shows 'Item 5' and 'Student: Demo, Student'. Below this, a 'Scoring Assertion' table is visible with the following content:

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

The question text reads: "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." Below the text is a map of the eastern United States with several states labeled: Pennsylvania, New Jersey, Delaware, West Virginia, and Virginia. A red circle on the map indicates the correct hot spot location in Virginia. The interface also shows 'Current Item: 6' and 'Score: 1/1'.

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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

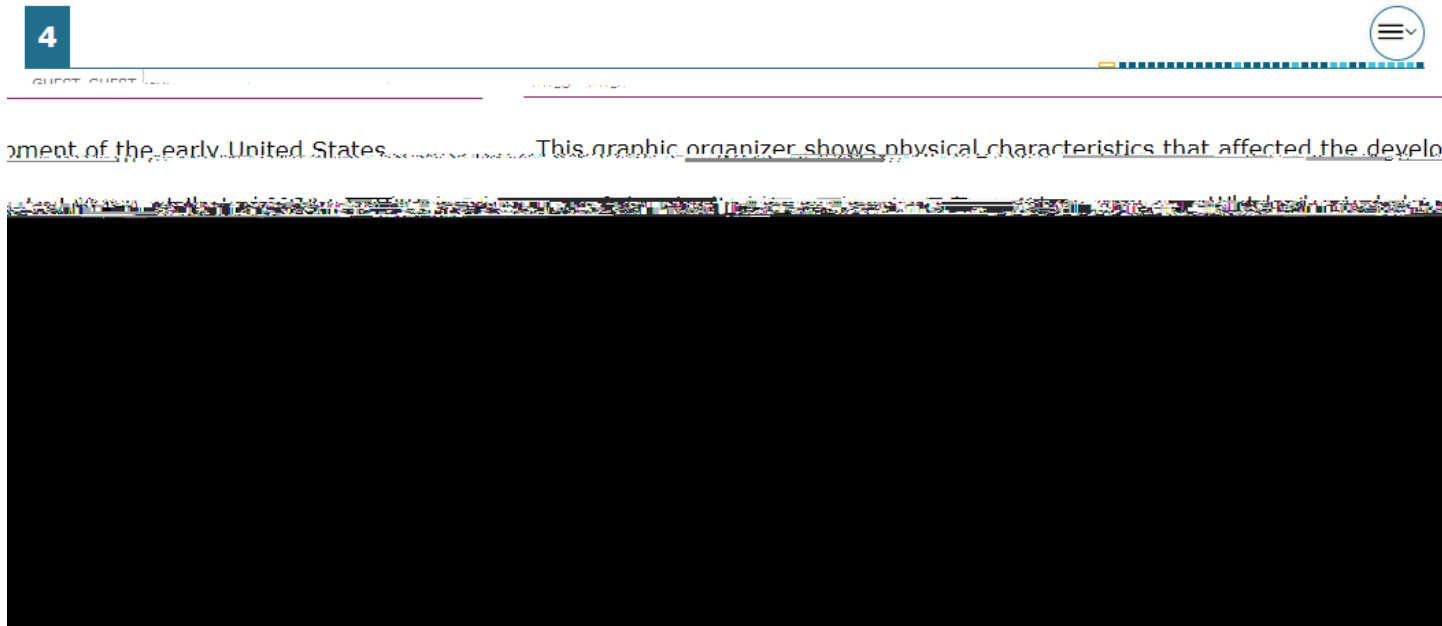
Question Type: Hot Spot

Example #2: Student view

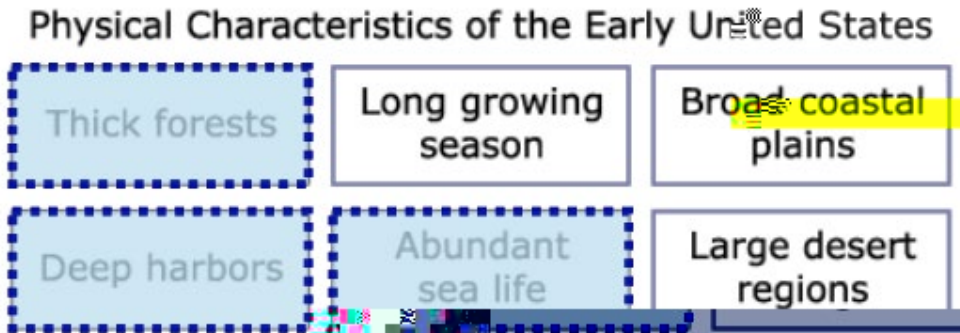
This example is question #4 in the Grade 8 sampler.

4

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



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



Question Type: Hot Spot

Example #2: Teacher view

The screenshot shows a digital assessment interface. At the top, it displays 'Fall 2022 STAAR Interim' and 'Item 3'. The student is identified as 'Demo, Student'. The current item is 4, and the score is 2/2. The interface includes tabs for 'Item & Score' and 'Rubric & Resources'. A 'Scoring Assertion' table is visible, with one entry: '1. The student chose the correct...' and an 'Outcome' column. A 'student setting(s)' toggle is set to 'ON'. The question text reads: 'This graphic organizer shows physical characteristics that affected the development of the shipbuilding industry in the northern states? Which physical characteristics contribute MOST to the development of the shipbuilding industry in the northern states? Select THREE correct answers:'. Below the question is a graphic organizer titled 'Physical Characteristics of the Early United States' with six boxes: 'Thick forests', 'Long growing seasons', 'Broad coastal plains', 'Deep harbors', 'Abundant water resources', and 'Large desert regions'. The first three boxes are highlighted with a blue dashed border, indicating they are the correct answers.

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

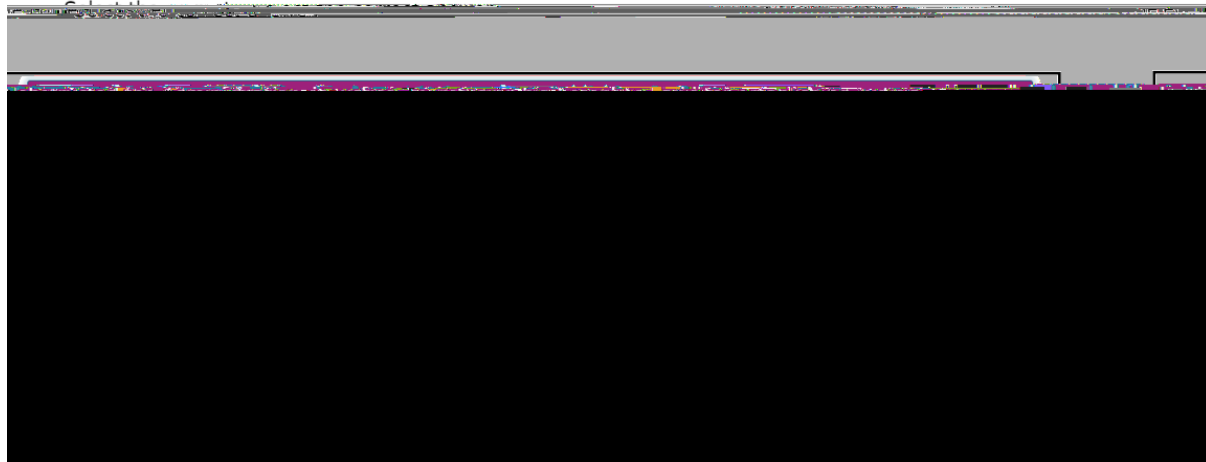
Description: Student cites evidence by selecting highlighted text in a sentence, paragraph, or extended reading.

Point value: These questions can be worth a maximum of 2 points with the

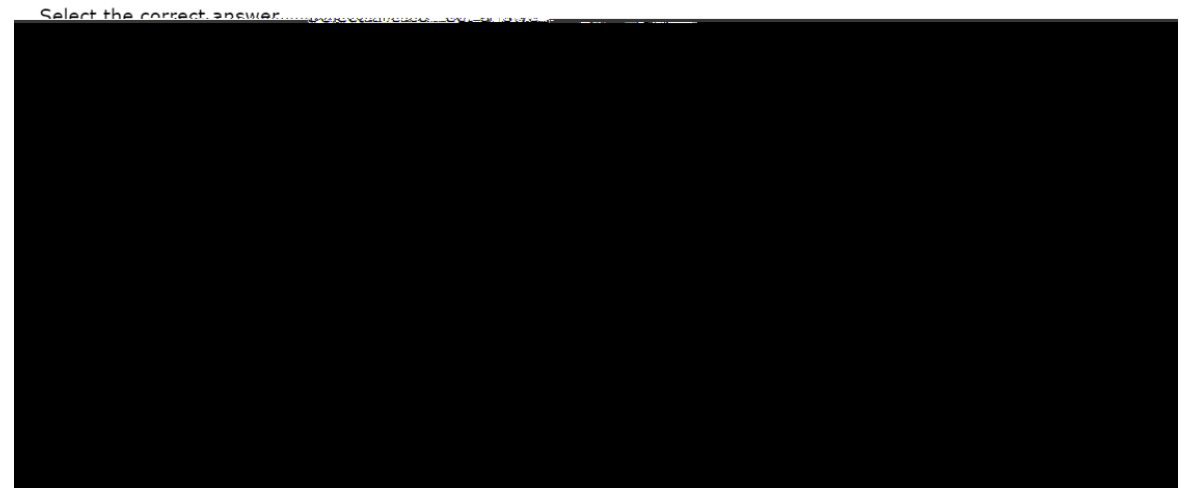
Question Type: Hot Text

Example #1: Student view

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



This student selected an incorrect answer (0 points).



Question Type: Hot Text

Example #1: Teacher view

CRS - Centralized Reporting System

Fall 2022 STAAR Interim

Item 4 Student: Demo Student Item 6

Current Item: 5 Subscore: 1/1

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

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 1

Select the Constitution addressed.

Select the correct answer.

He has obstructed the Administration of Justice...

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 multi-membered tribunal over his臣民, and appointed its members by a temporary and arbitrary method...

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.

The screenshot shows a digital reading interface. At the top, there is a navigation bar with a hamburger menu icon and a user profile icon labeled "GUEST, GUEST". Below the navigation bar, the text of the passage is displayed. The passage discusses the writing of the U.S. Constitution in 1787. A question is posed: "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 [redacted] four days." The redacted area is a hot text question. Below the question, there are several text boxes containing different parts of the passage, including "with roving the existing government, the delegates created a powerful central government. Representing wildly different interests and views, they crafted compromise. It stands today as one of the longest-lived and most [redacted] constitutions in the world." The redacted areas are intended for the student to select the correct text to complete the sentence.

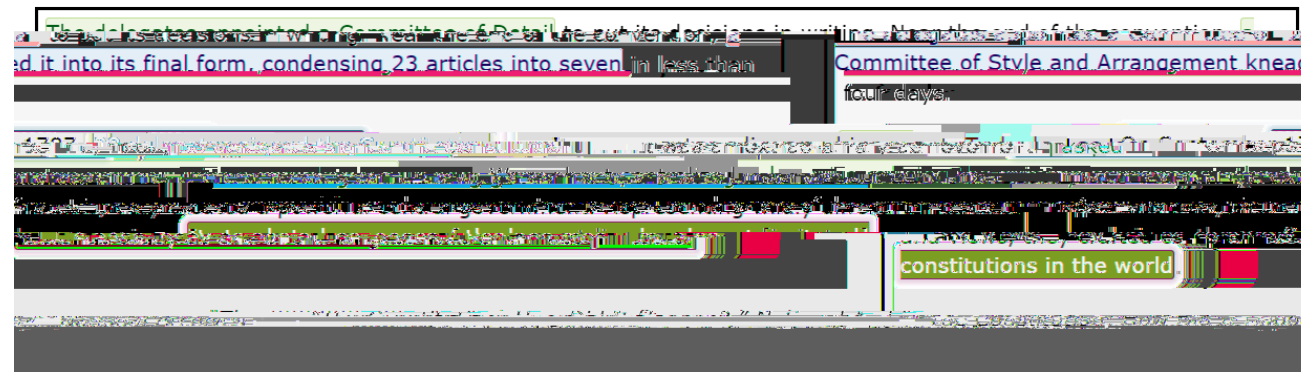
Question Type: Hot Text

Example #2: Student view

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



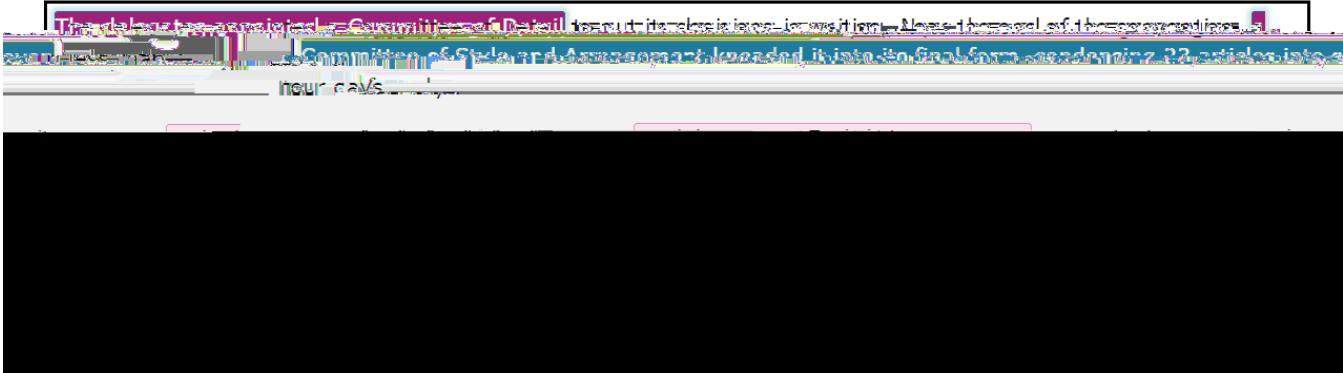
This student chose one correct answer and one incorrect answer (1 point).



Question Type: Hot Text

Example #2: Student view

This student chose two incorrect answers (0 points).



Question Type: Hot Text

Example #1: Teacher view

CRS - Centralized Reporting System

Fall 2022 STAAR Interim

Item 5 Student: Demo, Student Item 7

Current Item: 6 Score: 2/2

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

student setting(s)
ON

This excerpt describes the writing of the U.S. Constitution. Determine which parts of the excerpt explain the delegates' decision to create a central government. 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 knitted it into its final form and considered 39 articles into seven weeks and four days.

On September 17, 1787, 38 delegates signed the Constitution. It was an extraordinary achievement. Tasked with revising the existing government, the delegates, some of whom came from the way 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 limited constitutions in the world.

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

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

- To obtain full credit (2 points), the student will correctly select the t(t)-5 (or)-37 (c0.9 a (e

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

boxes.

Move the answers to the correct boxes.

breaking away from Britain in the Declaration of Independence

Summarized the reasons for independence in the pamphlet *Common Sense*.

Led the Continental Army in key victories against the British.

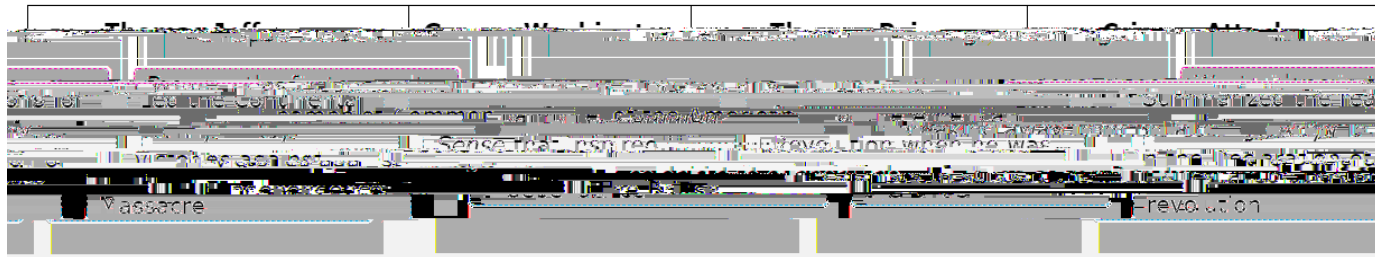
Wrote the Declaration of Independence.

| 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).

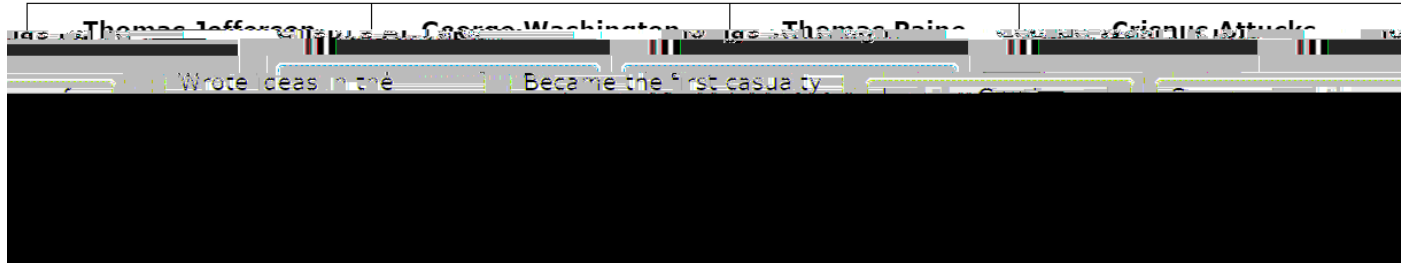


This student selected some but not all correct answers (1 point).

Question Type: Drag and Drop

Example #1: Student view

This student chose all incorrect answers (0 point).



Question Type: Drag and Drop

Example #1: Teacher view

The scoring model for this drag and drop question is:

-

The screenshot displays the 'Fall 2022 STAAR Interim' interface. At the top, it shows 'Item 6' and 'Item 8' navigation buttons, and 'Student: Demo, Student'. Below this, 'Current Item: 7' and 'Score: 2/2' are visible. The main content area features a 'Scoring Assertion' table with one row: '1. The student chose the correct answer.' To the right of this row is a 'student setting(s)' toggle switch set to 'ON'. Below the assertion is a 'Summarized' section with a list of items to be dragged: 'Led the Continental Army in key victories against the British', and 'Wrote ideas in the pamphlet *Common Sense* that inspired colonists to support the American Revolution'. At the bottom, there are four target boxes for the items: 'Thomas Jefferson' (containing 'breaking away from Britain in the Declaration of Independence'), 'George Washington' (containing 'Army in key victories against the British'), 'Thomas Paine' (containing 'Wrote ideas in the pamphlet *Common Sense* that inspired'), and 'Crispus Attucks' (containing 'Became the first casualty of the American Revolution').

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Question Type: Multipart

Example #1: Student view

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

The screenshot shows a digital interface for a student taking a test. At the top, it indicates "This question has two parts." Below this, there is a text excerpt about pioneers on the Oregon Trail. The excerpt is partially obscured by a large, semi-transparent watermark that reads "TEAS 8.0.1 Sampler".

The text excerpt includes the following sentences:
"This excerpt describes the experiences of pioneers on the Oregon Trail in the mid-nineteenth century."
"The Oregon Trail was a well-worn, dusty stretch of 2,170 miles from Missouri to Oregon's Willamette Valley."
"The promise of free land inspired many to take on and complete the difficult journey."
"when they brought insufficient food supplies and found it impossible to live off the land."

Below the text, the question is divided into two parts:

Part A
Based on the passage, which statement provides evidence for the answer to Part A?

Three radio button options are visible:
 Ⓐ 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.
 Ⓒ It was not a road in any modern sense, only parallel paths.

Part B
Which statement provides evidence for the answer to Part A?

Below Part B, there are two more radio button options, with the second one being selected:
 Ⓐ Harsh climate conditions made it difficult to collect needed supplies along the journey.
 Ⓒ It was not a road in any modern sense, only parallel paths.

Question Type: Multipart

Example #1: Student view

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

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

Part A

Which factor most likely had the greatest effect on westward expansion? *based on the excerpt, which*

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

(B) Rich soil encouraged settlers to establish cattle ranches before continuing the journey.

(C) Plentiful rivers discouraged settlers from bringing their families on the journey.

Question Type: Multipart

Example #1: Student view

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

Part A

On the excerpt, which effect did the physical geography have on the expedition?

The expedition was difficult to complete because of the terrain.

The expedition was difficult to complete because of the lack of supplies.

The expedition was difficult to complete because of the lack of food.

The expedition was difficult to complete because of the lack of water.

Question Type: Multipart

Example #1: Teacher view

CRS - Centralized Reporting System

Fall 2022 STAAR Interim

Item 8 Student: Denise...

Current Item: 9 Score: 2/2

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

This question has two parts.

This excerpt describes...

The Oregon Trail was a wagon road that led from Missouri to Oregon. 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 harsh weather conditions when they brought insufficient food supplies and found it impossible to live on the land.

— "Basic Facts About the Oregon Trail," National History and Oregon Trail Interpretive Center

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 supplies along the journey.

(C) Rich soil encouraged settlers to visit cattle ranches before continuing the journey.

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

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

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

Select the correct answer in each row.

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 | Tribe | Origin |
|---|-------|--------|
| the rounded, flat-topped, conical, low-relief hills | | |
| | | |
| | | |

Question Type: Match Table Grid

Example #1: Teacher view

CRS - Centralized Reporting System

Fall 2022 STAAR Item

Item 10 Student: Dem... Student ID: 10

Current Item: 11 Score: 2

| Scoring Assertion | Outcome |
|-----------------------|---------|
| 1. The student can... | |

student setting(s)
ON

Determine whether the reasons for immigration apply **JUST** to Irish or Chinese immigrants or to both groups.

Select the correct answer.

| Reason for Immigration | Irish | Chinese |
|---|--------------------------|-------------------------------------|
| To avoid famine caused by potato crop failure | <input type="checkbox"/> | <input type="checkbox"/> |
| To escape harsh economic conditions | <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"/> |

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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: Multiselect

Example #1: Student view

Question Type: Multiselect

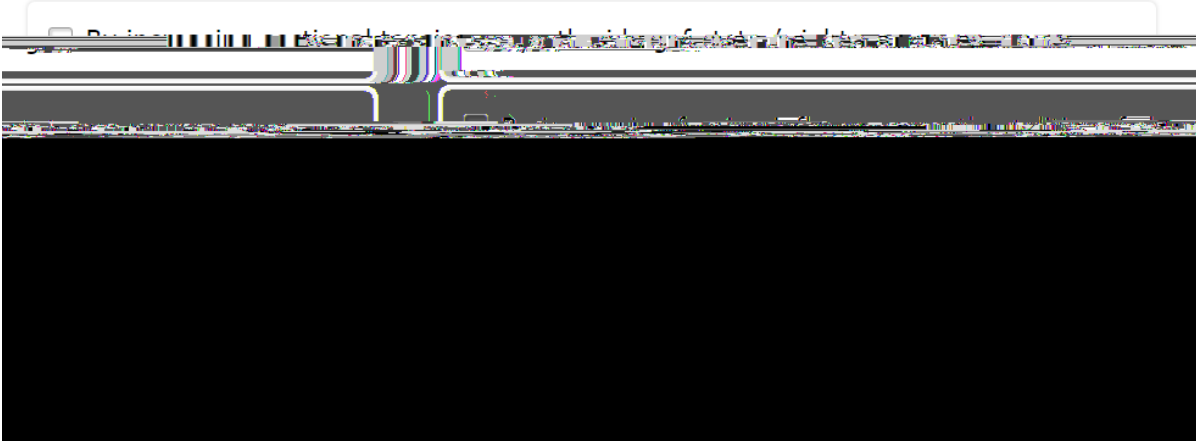
Example #1: Student view

This is what the student will see when they select

Question Type: Multiselect

Example #1: Student view

This student chose two incorrect answers (0 points).



Question Type: Multiselect

Example #1: Teacher view

The screenshot shows a teacher's view of a multiselect question. At the top, it indicates 'Fall 2022 STATE' and 'Current Item: 13' with a 'Score: 2/2'. Below this, a 'Scoring Assertion' table shows '1. The student chose the correct answer:'. The question text asks: '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: 'By increasing sectional tensions over the idea of states' rights' (checked), 'By increasing foreign influence over the politics of slave states' (unchecked), 'By inspiring the creation of the Free-Republican Party that opposed the spread of slavery' (checked), 'By decreasing migration to territories west of the Mississippi River' (unchecked), and 'By limiting the ability of free people in free states to learn about the horrors of slavery' (unchecked). The interface also includes tabs for 'Item & Score' and 'RUBRIC & KEYS'.

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.

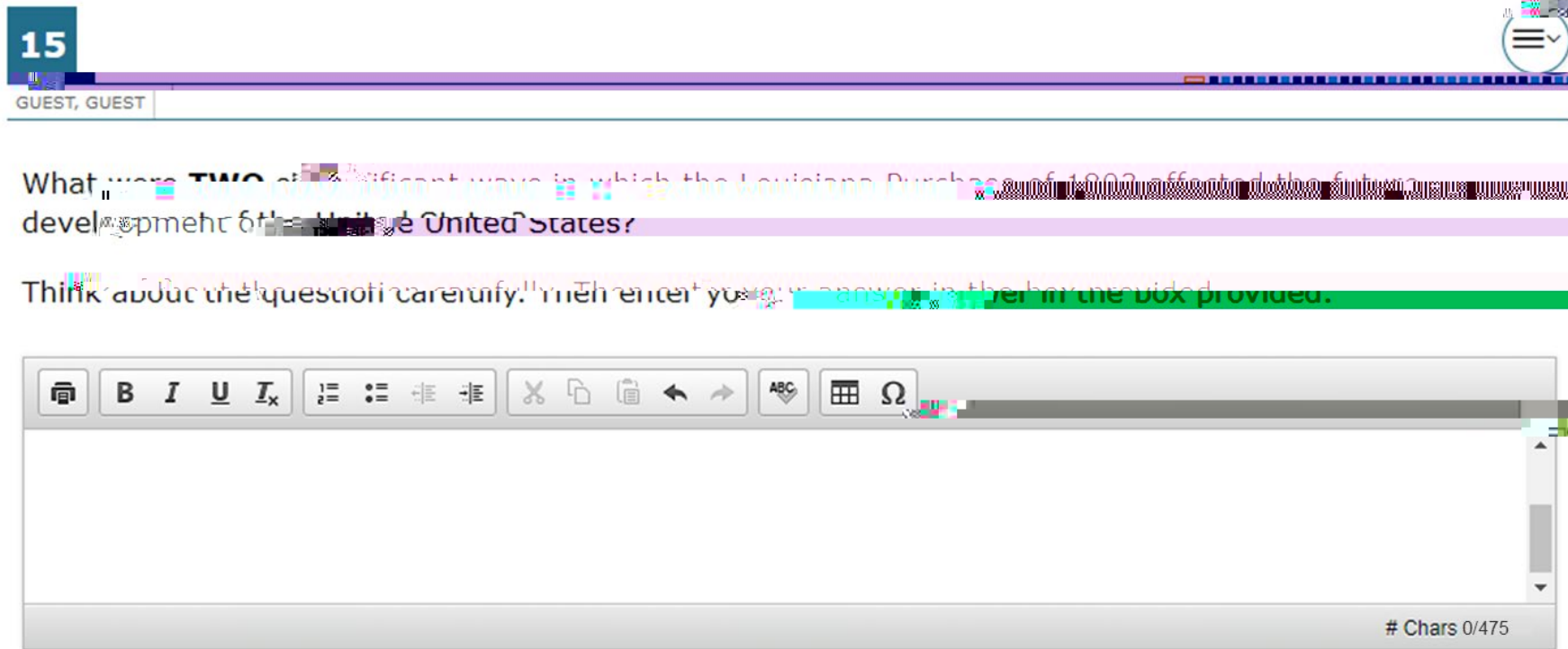
Point value: Short constructed responses are graded on a rubric equal to 2 points.

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.



The screenshot shows a digital assessment interface. At the top left, a blue box contains the number '15'. Below it, the text 'GUEST, GUEST' is visible. On the top right, there is a circular menu icon with a downward arrow. The main question text reads: "What were **TWO** significant ways in which the Louisiana Purchase of 1803 affected the future development of the United States?" Below the question, a green bar contains the instruction: "Think about the question carefully. Then enter your answer in the box provided." Below the instruction is a large text input area with a rich text editor toolbar. The toolbar includes icons for bold (B), italic (I), underline (U), strikethrough (I_x), bulleted list, numbered list, indent, outdent, undo, redo, ABC, table, and Ω. At the bottom right of the input area, it says "# 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

CRS - Centralized Reporting System

Fall 2022 STAAR... Demo, Student

Item 14 Student: Demo, Student Item 16

Current Item: 15 Score: 2/2

Scoring Assertion

1. The student chose the correct answer.

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 type your answer in the response area.

The student's response will appear here.

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](#)