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Section 3: Additional Resources
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:

<table>
<thead>
<tr>
<th>*Question Type</th>
<th>Question Type Description</th>
<th>STAAR Social Studies Test Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inline choice</td>
<td>Student selects the correct answer(s) from one or more drop-down menu(s).</td>
<td>Grade 8 EOC</td>
</tr>
<tr>
<td>Hot spot</td>
<td>Student responds by selecting one or more specific areas of a graphic.</td>
<td>Grade 8 EOC</td>
</tr>
<tr>
<td>Hot text</td>
<td>Student cites evidence by selecting highlighted text in a sentence, paragraph, or extended reading</td>
<td>Grade 8 EOC</td>
</tr>
<tr>
<td>Drag and drop</td>
<td>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.).</td>
<td>Grade 8 EOC</td>
</tr>
<tr>
<td>Multipart</td>
<td>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.</td>
<td>Grade 8 EOC</td>
</tr>
<tr>
<td>Match table grid</td>
<td>Student matches statements or objects to different categories presented in a table grid.</td>
<td>Grade 8 EOC</td>
</tr>
<tr>
<td>Multiselect</td>
<td>Student can select more than one correct answer from a set of possible answers.</td>
<td>Grade 8 EOC</td>
</tr>
<tr>
<td>Short constructed response</td>
<td>Student gives a brief explanation in their own words to demonstrate their understanding of content.</td>
<td>Grade 8 EOC</td>
</tr>
</tbody>
</table>

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

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

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

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 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 Charles de Montesquieu. He argued that the three branches were important because they prevented unlimited power 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 Thomas Paine. He argued that the three branches were important because they prevented unlimited power in the government.
This student chose incorrect answers (0 points).

The constitutional organization shown in the diagram was directly influenced by the ideas of John Locke. He argued that the three branches were important because they prevented cooperation in 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
This example is question #3 in the Grade 8 sampler.

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

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

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

<table>
<thead>
<tr>
<th>Thick forests</th>
<th>Long growing season</th>
<th>Broad coastal plains</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deep harbors</td>
<td>Abundant sea life</td>
<td>Large desert regions</td>
</tr>
</tbody>
</table>
Question Type: Hot Spot
Example #2 Student view

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

This student chose two incorrect answers and one correct answer (0 points).
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).
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
This example is question #5 in the Grade 8 sampler.

**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 harass 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
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).
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 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.

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

<table>
<thead>
<tr>
<th>Thomas Jefferson</th>
<th>George Washington</th>
<th>Thomas Paine</th>
<th>Crispus Attucks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Question Type: Drag and Drop

Example #1: Student view

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

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

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

<table>
<thead>
<tr>
<th>Thomas Jefferson</th>
<th>George Washington</th>
<th>Thomas Paine</th>
<th>Crispus Attucks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarized the reasons for breaking away from Britain in the Declaration of Independence</td>
<td>Wrote ideas in the pamphlet Common Sense that inspired colonists to support the revolution</td>
<td>Led the Continental Army in key victories against the British</td>
<td>Became the first casualty of the American Revolution when he was killed at the Boston Massacre</td>
</tr>
</tbody>
</table>
**Question Type: Drag and Drop**

**Example #1: Student view**

This student chose all incorrect answers (0 point).

<table>
<thead>
<tr>
<th>Thomas Jefferson</th>
<th>George Washington</th>
<th>Thomas Paine</th>
<th>Crispus Attucks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wrote ideas in the pamphlet <em>Common Sense</em> that inspired colonists to support the revolution</td>
<td>Became the first casualty of the American Revolution when he was killed at the Boston Massacre</td>
<td>Led the Continental Army in key victories against the British</td>
<td>Summarized the reasons for breaking away from Britain in the Declaration of Independence</td>
</tr>
</tbody>
</table>
Question Type: Drag and Drop

Example #1: Teacher view

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.

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?

1. Diverse landforms made it easy to transport farming tools during the journey.
2. Harsh climate conditions made it difficult to collect needed supplies along the journey.
3. Rich soil encouraged settlers to establish cattle ranches before continuing the journey.
4. Plentiful rivers discouraged settlers from beginning their families on the journey.

Part B

Which statement provides evidence for the answer to Part A?

5. “The Oregon Trail was a wagon road stretching 2,170 miles from Missouri to Oregon’s Willamette Valley.”
6. “It was not a road in any modern sense, only parallel ruts...”
7. “The promise of free land inspired many...”
8. “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?

- 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."

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?

- 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 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?

- (4) Diverse landforms made it easy to transport farming tools during the journey.
- (5) Harsh climate conditions made it difficult to collect needed supplies along the journey.
- (6) Rich soil encouraged settlers to establish cattle ranches before continuing the journey.
- (7) Plentiful rivers discouraged settlers from bringing their families on the journey.

**Part B**

Which statement provides evidence for the answer to Part A?

- (8) “The Oregon Trail was a wagon road stretching 2,170 miles from Missouri to Oregon’s Willamette Valley.”
- (9) “It was not a road in any modern sense, only parallel ruts. . . .”
- (7) “The promise of free land inspired many. . . .”
- (10) “In summer, water sources dried up, oxen perished and families endured thirst.”
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.

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

Select the correct answer in each row.

<table>
<thead>
<tr>
<th>Reason for Immigration</th>
<th>Irish</th>
<th>Chinese</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>To avoid famine caused by potato crop failure</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>To escape harsh economic conditions</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>To find work building the railroad in the western United States</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Question Type: Match Table Grid
Example #1: Student view

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

<table>
<thead>
<tr>
<th>Reason for Immigration</th>
<th>Irish</th>
<th>Chinese</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>To avoid famine caused by potato crop failure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To escape harsh economic conditions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To find work building the railroad in the western United States</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Reason for Immigration</th>
<th>Irish</th>
<th>Chinese</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>To avoid famine caused by potato crop failure</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>To escape harsh economic conditions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To find work building the railroad in the western United States</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This student chose three incorrect answers (0 points).

<table>
<thead>
<tr>
<th>Reason for Immigration</th>
<th>Irish</th>
<th>Chinese</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>To avoid famine caused by potato crop failure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To escape harsh economic conditions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To find work building the railroad in the western United States</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Question Type: Match Table Grid
Example #1: Teacher view

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
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 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 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

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.

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.

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