History and Social Science

Pilot Priority

Grades Pre-Kindergarten – High School
# Table of Contents

**Pre-Kindergarten** ................................................................................................................................................. 9  
Galileo Pre-K Online–Assessment Technology Incorporated ......................................................................................... 10  
Work Sampling System (WSS)–Pearson ....................................................................................................................... 11  

**Kindergarten** ......................................................................................................................................................... 12  
Galileo Benchmark and Formative Assessment System–Assessment Technology Incorporated .................................. 13  
TerraNova 3–CTB/McGraw-Hill ............................................................................................................................... 14  
Work Sampling System (WSS)–Pearson ....................................................................................................................... 15  

**Grade 1** .................................................................................................................................................................. 16  
Galileo Benchmark and Formative Assessment System–Assessment Technology Incorporated .................................. 17  
Iowa Test of Educational Development, Form E–Riverside ......................................................................................... 18  
TerraNova 3–CTB/McGraw-Hill ............................................................................................................................... 19  
Work Sampling System (WSS)–Pearson ....................................................................................................................... 20  

**Grade 2** .................................................................................................................................................................. 21  
Assessment Center/ipGrowth–CORE K12 Education ............................................................................................... 22  
Galileo Benchmark and Formative Assessment System–Assessment Technology Incorporated .................................. 23  
Iowa Test of Educational Development, Form E–Riverside ......................................................................................... 24  
PRO-Core Learning Systems–Computers in Education ............................................................................................. 25  
TerraNova 3–CTB/McGraw-Hill ............................................................................................................................... 26  
Work Sampling System (WSS)–Pearson ....................................................................................................................... 27  

**Grade 3** .................................................................................................................................................................. 28  
Assessment Center/ipGrowth–CORE K12 Education ............................................................................................... 29  
Galileo Benchmark and Formative Assessment System–Assessment Technology Incorporated .................................. 30  
Indiana Social Studies Item Bank ............................................................................................................................. 31  
Iowa Test of Educational Development, Form E–Riverside ......................................................................................... 32  
PRO-Core Learning Systems–Computers in Education ............................................................................................. 33  
Stanford Achievement Test 10 (SAT 10)–Pearson ....................................................................................................... 34  
Tennessee Comprehensive Assessment Program Achievement Test ........................................................................ 35  
TerraNova 3–CTB/McGraw-Hill ............................................................................................................................... 36  
Virginia Standards of Learning Assessment ............................................................................................................. 37
<table>
<thead>
<tr>
<th>Grade 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Center/ipGrowth–CORE K12 Education</td>
</tr>
<tr>
<td>Galileo Benchmark and Formative Assessment System–Assessment Technology Incorporated</td>
</tr>
<tr>
<td>Iowa Test of Educational Development, Form E–Riverside</td>
</tr>
<tr>
<td>Louisiana LEAP Social Studies Test</td>
</tr>
<tr>
<td>National Assessment of Educational Progress (NAEP)</td>
</tr>
<tr>
<td>PRO-Core Learning Systems–Computers in Education</td>
</tr>
<tr>
<td>Stanford Achievement Test 10 (SAT 10)–Pearson</td>
</tr>
<tr>
<td>Tennessee Comprehensive Assessment Program Achievement Test</td>
</tr>
<tr>
<td>TerraNova 3–CTB/McGraw-Hill</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Center/ipGrowth–CORE K12 Education</td>
</tr>
<tr>
<td>Galileo Benchmark and Formative Assessment System–Assessment Technology Incorporated</td>
</tr>
<tr>
<td>Indiana Department of Education ISTEP+</td>
</tr>
<tr>
<td>INSPECT Formatives–Key Data Systems</td>
</tr>
<tr>
<td>Iowa Test of Educational Development, Form E–Riverside</td>
</tr>
<tr>
<td>Massachusetts Comprehensive Assessment System (MCAS)</td>
</tr>
<tr>
<td>Michigan Educational Assessment Program</td>
</tr>
<tr>
<td>New York State Elementary Level Social Studies Test</td>
</tr>
<tr>
<td>Ohio Achievement Tests</td>
</tr>
<tr>
<td>Oklahoma School Testing Program</td>
</tr>
<tr>
<td>Oregon Department of Education State Test</td>
</tr>
<tr>
<td>PRO-Core Learning Systems–Computers in Education</td>
</tr>
<tr>
<td>Stanford Achievement Test 10 (SAT 10)–Pearson</td>
</tr>
<tr>
<td>Tennessee Comprehensive Assessment Program Achievement Test</td>
</tr>
<tr>
<td>TerraNova 3–CTB/McGraw-Hill</td>
</tr>
<tr>
<td>University of the State of New York Elementary-Level Social Studies Test, 2008 Booklets 1 &amp; 2</td>
</tr>
<tr>
<td>University of the State of New York Elementary-Level Social Studies Test, 2009 Booklets 1 &amp; 2</td>
</tr>
<tr>
<td>Virginia Standards of Learning Assessment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Center/ipGrowth–CORE K12 Education</td>
</tr>
<tr>
<td>Grade 7</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Assessment Center/ipGrowth–CORE K12 Education</td>
</tr>
<tr>
<td>Galileo Benchmark and Formative Assessment System–Assessment Technology Technology Incorporated</td>
</tr>
<tr>
<td>Indiana Department of Education ISTEP+</td>
</tr>
<tr>
<td>Iowa Test of Educational Development, Form E–Riverside</td>
</tr>
<tr>
<td>Massachusetts Comprehensive Assessment System (MCAS)</td>
</tr>
<tr>
<td>PRO-Core Learning Systems–Computers in Education</td>
</tr>
<tr>
<td>Stanford Achievement Test 10 (SAT 10)–Pearson</td>
</tr>
<tr>
<td>Tennessee Comprehensive Assessment Program Achievement Test</td>
</tr>
<tr>
<td>TerraNova 3–CTB/McGraw-Hill</td>
</tr>
<tr>
<td>Grade 8</td>
</tr>
<tr>
<td>Assessment Center/ipGrowth–CORE K12 Education</td>
</tr>
<tr>
<td>California Standards Test (CST)</td>
</tr>
<tr>
<td>Galileo Benchmark and Formative Assessment System–Assessment Technology Technology Incorporated</td>
</tr>
<tr>
<td>Iowa Test of Educational Development, Form E–Riverside</td>
</tr>
<tr>
<td>Louisiana LEAP Social Studies Test</td>
</tr>
<tr>
<td>National Assessment of Educational Progress (NAEP)</td>
</tr>
<tr>
<td>Ohio Achievement Tests</td>
</tr>
<tr>
<td>Oregon Department of Education State Test</td>
</tr>
<tr>
<td>PRO-Core Learning Systems–Computers in Education</td>
</tr>
<tr>
<td>Stanford Achievement Test 10 (SAT 10)–Pearson</td>
</tr>
<tr>
<td>State of Texas Assessments of Academic Readiness (STAAR)</td>
</tr>
<tr>
<td>Tennessee Comprehensive Assessment Program Achievement Test</td>
</tr>
<tr>
<td>TerraNova 3–CTB/McGraw-Hill</td>
</tr>
<tr>
<td>University of the State of New York Elementary-Level Social Studies Test, 2000-2009</td>
</tr>
</tbody>
</table>
University of the State of New York Elementary-Level Social Studies Test, 2010 Booklets 1 & 2 .................................................................................................................. 100

High School ........................................................................................................... 101

Civics-Government .............................................................................................. 102

Galileo Benchmark and Formative Assessment System–Assessment Technology Incorporated .......................................................................................................................... 103

Hudson High School Portfolio Assessment for English Language Arts and Social Studies .................................................................................................................. 104

National Assessment of Educational Progress (NAEP) .................................................. 105

Virginia End-of-Course Assessment ........................................................................... 106

Contemporary U.S. Issues ....................................................................................... 107

Galileo Benchmark and Formative Assessment System–Assessment Technology Incorporated .......................................................................................................................... 108

Hudson High School Portfolio Assessment for English Language Arts and Social Studies .................................................................................................................. 109

Contemporary World Issues .................................................................................... 110

Galileo Benchmark and Formative Assessment System–Assessment Technology Incorporated .......................................................................................................................... 111

Hudson High School Portfolio Assessment for English Language Arts and Social Studies .................................................................................................................. 112

Economics ............................................................................................................. 113

Galileo Benchmark and Formative Assessment System–Assessment Technology Incorporated .......................................................................................................................... 114

Hudson High School Portfolio Assessment for English Language Arts and Social Studies .................................................................................................................. 115

National Assessment of Educational Progress (NAEP) .................................................. 116

Virginia End-of-Course Assessment ........................................................................... 117

Humanities ............................................................................................................. 118

A+ Course Assessment–American Education Corporation .................................................. 119

Freshman Humanities Course Research Task Scoring Rubric–Evanston Township High School (IL) .......................................................................................................................... 120

Galileo Benchmark and Formative Assessment System–Assessment Technology Incorporated .......................................................................................................................... 121

Hudson High School Portfolio Assessment for English Language Arts and Social Studies .................................................................................................................. 122

Humanities Assessment Project–Metropolitan Community College, Kansas City (MCCKC) .......................................................................................................................... 123

Tennessee Fine Arts Growth Measures System ............................................................. 124
Law Studies ........................................................................................................................................... 125
Galileo Benchmark and Formative Assessment System–Assessment Technology
Incorporated........................................................................................................................................... 126
Hudson High School Portfolio Assessment for English Language Arts and Social Studies
................................................................................................................................................................ 127
Psychology ............................................................................................................................................... 128
Galileo Benchmark and Formative Assessment System–Assessment Technology
Incorporated........................................................................................................................................... 129
Hudson High School Portfolio Assessment for English Language Arts and Social Studies
................................................................................................................................................................ 130
Sociology .................................................................................................................................................. 131
Galileo Benchmark and Formative Assessment System–Assessment Technology
Incorporated........................................................................................................................................... 132
Hudson High School Portfolio Assessment for English Language Arts and Social Studies
................................................................................................................................................................ 133
U.S. History I .......................................................................................................................................... 134
ACT QualityCore End-of-Course Assessments....................................................................................... 135
Florida High School U.S. History End-of-Course Assessment............................................................... 136
Galileo Benchmark and Formative Assessment System–Assessment Technology
Incorporated........................................................................................................................................... 137
Hudson High School Portfolio Assessment for English Language Arts and Social Studies
................................................................................................................................................................ 138
Massachusetts Comprehensive Assessment System (MCAS).............................................................. 139
National Assessment of Educational Progress (NAEP) ....................................................................... 140
Tennessee End-of-Course Assessment ................................................................................................. 141
Virginia End-of-Course Assessment .................................................................................................... 142
U.S. History II ....................................................................................................................................... 143
ACT QualityCore End-of-Course Assessments....................................................................................... 144
Florida High School U.S. History End-of-Course Assessment............................................................... 145
Galileo Benchmark and Formative Assessment System–Assessment Technology
Incorporated........................................................................................................................................... 146
Hudson High School Portfolio Assessment for English Language Arts and Social Studies
................................................................................................................................................................ 147
Massachusetts Comprehensive Assessment System (MCAS).............................................................. 148
National Assessment of Educational Progress (NAEP) ....................................................................... 149
Tennessee End-of-Course Assessment ................................................................................................. 150
Virginia End-of-Course Assessment .................................................................................................... 151
<table>
<thead>
<tr>
<th>Example Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Western Civilization</strong></td>
</tr>
<tr>
<td>Galileo Benchmark and Formative Assessment System–Assessment Technology Incorporated</td>
</tr>
<tr>
<td>Hudson High School Portfolio Assessment for English Language Arts and Social Studies</td>
</tr>
<tr>
<td>Western Civilization Curriculum–Freehold Regional High School District (NJ)</td>
</tr>
<tr>
<td><strong>World Geography</strong></td>
</tr>
<tr>
<td>Galileo Benchmark and Formative Assessment System–Assessment Technology Incorporated</td>
</tr>
<tr>
<td>Hudson High School Portfolio Assessment for English Language Arts and Social Studies</td>
</tr>
<tr>
<td>National Assessment of Educational Progress (NAEP)</td>
</tr>
<tr>
<td>Virginia End-of-Course Assessment</td>
</tr>
<tr>
<td><strong>World History I</strong></td>
</tr>
<tr>
<td>California Standards Test (CST)</td>
</tr>
<tr>
<td>Galileo Benchmark and Formative Assessment System–Assessment Technology Incorporated</td>
</tr>
<tr>
<td>Hudson High School Portfolio Assessment for English Language Arts and Social Studies</td>
</tr>
<tr>
<td>State of Texas Assessments of Academic Readiness (STAAR)</td>
</tr>
<tr>
<td>Virginia End-of-Course Assessment</td>
</tr>
<tr>
<td><strong>World History II</strong></td>
</tr>
<tr>
<td>California Standards Test (CST)</td>
</tr>
<tr>
<td>Galileo Benchmark and Formative Assessment System–Assessment Technology Incorporated</td>
</tr>
<tr>
<td>Hudson High School Portfolio Assessment for English Language Arts and Social Studies</td>
</tr>
<tr>
<td>State of Texas Assessments of Academic Readiness (STAAR)</td>
</tr>
<tr>
<td>U.S. History II Final Exam–Melrose Public Schools</td>
</tr>
<tr>
<td>Virginia End-of-Course Assessment</td>
</tr>
</tbody>
</table>
The Massachusetts Department of Elementary and Secondary Education (ESE) contracted with WestEd to collect assessments appropriate for use as District-Determined Measures (DDMs). WestEd chose these assessments as examples because the assessments were aligned with critical content, as identified by the Core Course Objectives (CCOs), and were reviewed by WestEd to ensure overall quality. The following one page summaries cover a wide range of assessments including commercial, non-commercial, traditional, and non-traditional assessments. Districts can use this resource to choose DDMs to implement with or without modifications or as models for locally-developed measures. This list is not exhaustive, and Districts may use other assessments for use as District-Determined measures.

What is included in each one page summary?

- Assessment name and subject, grade, or course
- Electronic link with additional information about the assessment
- Brief description of the assessment and the content it is intended to assess
- Source: publicly available (non-secure or open source) or must be purchased from a commercial developer
- Approach: assessment can be implemented without modifications (buy), with modifications (borrow), or can serve as model for a locally developed measure (build)
- Design: designed to measure growth or requires modifications
- Type of assessment: traditional end-of-grade or end-of-course test, non-traditional measure such as a performance task or portfolio rubric, screening tool, diagnostic measure, placement exam, classroom assessment, or certification exam
- Type of assessment items: selected response, constructed response, performance task, or portfolio
- Mode of administration: paper/pencil or computer supported
- Scoring method: machine scored or hand scored
Pre-Kindergarten
Massachusetts District-Determined Measures

Example Assessments

History-Social Science — Pre-K

Assessment
Galileo Pre-K Online—Assessment Technology Incorporated

Publisher Website/Sample

Description
Observation-based. Includes physical development and health, social and emotional development, approaches to learning, language and literacy development, and cognitive development. Companion to Galileo K-12 Online to provide continuous assessment. Specific information about content assessed at this grade not available, but developer states that the item bank can be customized to address state’s standards.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment

☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☐ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other: Screening Tool

Non-Traditional Assessment

☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring

☐ Paper/Pencil
☐ Computer Supported
☐ Computer Adaptive
☐ Machine Scored
☐ Scored Locally
☐ Scored Off-Site

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History-Social Science — Pre-K
Assessment
Work Sampling System (WSS)—Pearson

Description
Observation checklist developed by early childhood researcher (Meisels, 2001). Standards-based, curriculum-embedded, intended to document and evaluate what children are learning and have begun to master. Teachers collect information from multiple sources. Includes checklists and guidelines, portfolios, and summary reports. Measures development and content learning in personal/social and physical development and health, language and literacy, social studies, mathematical thinking, scientific thinking, and the arts. Each grade in pre-K-6 measures self, family, community, interdependence, rights and responsibilities, environment, and the past. Districts interested in this option can request additional information from developer to confirm alignment to CCOs.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☐ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other: Screening Tool

Non-Traditional Assessment
☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring
☐ Paper/Pencil
☐ Computer Supported
☐ Computer Adaptive
☐ Machine Scored
☐ Scored Locally
☐ Scored Off-Site
Kindergarten
History-Social Science — K

Assessment
Galileo Benchmark and Formative Assessment System—Assessment Technology Incorporated

Publisher Website/Sample

Description
Customized benchmark assessments developed from secure item bank. State or district can submit standards and ATI builds tests to match. Typically includes 5 items for 8 standards to create 40-item tests. Vertical scale supports interpretations about growth. Pilot project in seven Commonwealth districts suggested strong linkage to curriculum frameworks in two content areas. Item bank may provide reading passages and associated items of sufficient rigor to meet expectations in the CCSS literacy standards (e.g., assessing a student's ability to conduct research using seminal historical documents).

Source
Commercial Customizable Item Bank

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☒ Selected Response
☒ Short Constructed Response
☐ Writing Prompt/Essay
☒ Other: Interim or Benchmark

Non-Traditional Assessment
☒ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring
☒ Paper/Pencil
☒ Computer Supported
☐ Computer Adaptive
☒ Machine Scored
☒ Scored Locally
☐ Scored Off-Site

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History-Social Science — K

Assessment
TerraNova 3–CTB/McGraw-Hill

Publisher Website/Sample

Description
Complete battery for grades K-12 in ELA, mathematics, science, and social studies. Vertically aligned grade-level tests of achievement. Norm-referenced interpretation of results. Claims to be closely aligned to NAEP framework. Assessment reflects the goals and ideas proposed in the national standards publications and in materials from organizations such as the Bradley Commission on History in Schools, the National Council on Economic Education, the National Council for Geographic Education, and the Association of American Geographers. Test measures content in all four strands. Additional information about content assessed not available so districts interested in this option will need to confirm alignment to CCOs for this grade.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☑ Selected Response
☑ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other:

Non-Traditional Assessment
☑ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring
☑ Paper/Pencil
☐ Computer Supported
☐ Computer Adaptive
☑ Machine Scored
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☐ Scored Off-Site

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History-Social Science — K
Assessment
Work Sampling System (WSS)—Pearson

Description
Observation checklist developed by early childhood researcher (Meisels, 2001). Standards-based, curriculum-embedded, intended to document and evaluate what children are learning and have begun to master. Teachers collect information from multiple sources. Includes checklists and guidelines, portfolios, and summary reports. Measures development and content learning in personal/social and physical development and health, language and literacy, social studies, mathematical thinking, scientific thinking, and the arts. Each grade in pre-K-6 measures self, family, community, interdependence, rights and responsibilities, environment, and the past. Districts interested in this option can request additional information from developer to confirm alignment to CCOs.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment
- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other: Screening Tool

Non-Traditional Assessment
- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

Administration/Scoring
- Paper/Pencil
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
- Scored Off-Site

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Grade 1
History-Social Science — 1

Assessment
Galileo Benchmark and Formative Assessment System—Assessment Technology Incorporated

Publisher Website/Sample

Description
Customized benchmark assessments developed from secure item bank. State or district can submit standards and ATI builds tests to match. Typically includes 5 items for 8 standards to create 40-item tests. Vertical scale supports interpretations about growth. Pilot project in seven Commonwealth districts suggested strong linkage to curriculum frameworks in two content areas. Item bank may provide reading passages and associated items of sufficient rigor to meet expectations in the CCSS literacy standards (e.g., assessing a student’s ability to conduct research using seminal historical documents).

Source
Commercial Customizable Item Bank

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☒ Selected Response
☒ Short Constructed Response
☐ Writing Prompt/Essay
☒ Other: Interim or Benchmark

Non-Traditional Assessment
☒ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring
☒ Paper/Pencil
☒ Computer Supported
☐ Computer Adaptive
☒ Machine Scored
☒ Scored Locally
☐ Scored Off-Site

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**History-Social Science — 1**

Assessment
Iowa Test of Educational Development, Form E—Riverside

**Description**
Full battery for ELA, mathematics, science, and social studies. Continuous standard score scale that supports measuring growth. Developed in conjunction with researchers at the University of Iowa. Assesses strands of history, geography, economics, and civics/government. Districts pursuing this option will need to request additional information from developer to confirm alignment to CCOs for this grade.

<table>
<thead>
<tr>
<th>Source</th>
<th>Approach</th>
<th>Designed to Measure Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commercial Test</td>
<td>Buying (commercial tool)</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Traditional Assessment</th>
<th>Non-Traditional Assessment</th>
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</tr>
</thead>
<tbody>
<tr>
<td>☐ Traditional End-of-Grade Assessment</td>
<td>☑ Pre/Post or Repeated Measures</td>
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<td>☐ Traditional End-of-Course Assessment</td>
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<tr>
<td>☑ Selected Response</td>
<td>☐ Portfolio or Work Sample Rubric</td>
<td>☐ Computer Adaptive</td>
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<td>☐ Short Constructed Response</td>
<td>☐ Project-Based Rubric</td>
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<td>☐ Observation Rubric or Checklist</td>
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History-Social Science — 1

Assessment
TerraNova 3–CTB/McGraw-Hill

Publisher Website/Sample

Description
Complete battery for grades K-12 in ELA, mathematics, science, and social studies. Vertically aligned grade-level tests of achievement. Norm-referenced interpretation of results. Claims to be closely aligned to NAEP framework. Assessment reflects the goals and ideas proposed in the national standards publications and in materials from organizations such as the Bradley Commission on History in Schools, the National Council on Economic Education, the National Council for Geographic Education, and the Association of American Geographers. Test measures content in all four strands. Additional information about content assessed not available so districts interested in this option will need to confirm alignment to CCOs for this grade.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☐ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other:

Non-Traditional Assessment
☒ Pre/Post or Repeated Measures
☐ Performance Task Rubric
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History-Social Science — 1

Assessment

Work Sampling System (WSS)–Pearson

Description

Observation checklist developed by early childhood researcher (Meisels, 2001). Standards-based, curriculum-embedded, intended to document and evaluate what children are learning and have begun to master. Teachers collect information from multiple sources. Includes checklists and guidelines, portfolios, and summary reports. Measures development and content learning in personal/social and physical development and health, language and literacy, social studies, mathematical thinking, scientific thinking, and the arts. Each grade in pre-K-6 measures self, family, community, interdependence, rights and responsibilities, environment, and the past. Districts interested in this option can request additional information from developer to confirm alignment to CCOs.

Source

Commercial Test

Approach

Buying (commercial tool)

Designed to Measure Growth

Yes

Traditional Assessment

- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other: Screening Tool

Non-Traditional Assessment

- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

Administration/Scoring

- Paper/Pencil
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
- Scored Off-Site

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Grade 2
### History-Social Science — 2

**Assessment**

Assessment Center/ipGrowth–CORE K12 Education

### Description

Item bank aligned to New York standards in social studies. Assessment may not be available. Districts interested in exploring this option will need to request additional information from developer.

### Source

Commercial Customizable Item Bank

### Approach

Buying (commercial tool)

### Designed to Measure Growth

Yes

### Traditional Assessment

- [ ] Traditional End-of-Grade Assessment
- [ ] Traditional End-of-Course Assessment
- [x] Selected Response
- [ ] Short Constructed Response
- [ ] Writing Prompt/Essay
- [x] Other: Screening Tool

### Non-Traditional Assessment

- [ ] Pre/Post or Repeated Measures
- [ ] Performance Task Rubric
- [ ] Portfolio or Work Sample Rubric
- [ ] Project-Based Rubric
- [ ] Observation Rubric or Checklist

### Administration/Scoring

- [x] Paper/Pencil
- [x] Computer Supported
- [ ] Computer Adaptive
- [x] Machine Scored
- [ ] Scored Locally
- [ ] Scored Off-Site

---

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**History-Social Science — 2**

**Assessment**
Galileo Benchmark and Formative Assessment System—Assessment Technology Incorporated

**Description**
Customized benchmark assessments developed from secure item bank. State or district can submit standards and ATI builds tests to match. Typically includes 5 items for 8 standards to create 40-item tests. Vertical scale supports interpretations about growth. Pilot project in seven Commonwealth districts suggested strong linkage to curriculum frameworks in two content areas. Item bank may provide reading passages and associated items of sufficient rigor to meet expectations in the CCSS literacy standards (e.g., assessing a student's ability to conduct research using seminal historical documents).

**Source**
Commercial Customizable Item Bank

**Approach**
Buying (commercial tool)

**Designed to Measure Growth**
Yes

---

### Traditional Assessment
- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Select Response
- Short Constructed Response
- Writing Prompt/Essay
- Other: Interim or Benchmark

### Non-Traditional Assessment
- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

### Administration/Scoring
- Paper/Pencil
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
- Scored Off-Site

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### History-Social Science — 2

**Assessment**
Iowa Test of Educational Development, Form E–Riverside

**Publisher Website/Sample**

### Description
Full battery for ELA, mathematics, science, and social studies. Continuous standard score scale that supports measuring growth. Developed in conjunction with researchers at the University of Iowa. Assesses strands of history, geography, economics, and civics/government. Districts pursuing this option will need to request additional information from developer to confirm alignment to CCOs for this grade.

### Source
Commercial Test

### Approach
Buying (commercial tool)

### Designed to Measure Growth
Yes

### Traditional Assessment
- ✓ Selected Response
- □ Traditional End-of-Grade Assessment
- □ Traditional End-of-Course Assessment
- □ Short Constructed Response
- □ Writing Prompt/Essay
- □ Other:

### Non-Traditional Assessment
- ✓ Pre/Post or Repeated Measures
- □ Performance Task Rubric
- □ Portfolio or Work Sample Rubric
- □ Project-Based Rubric
- □ Observation Rubric or Checklist

### Administration/Scoring
- ✓ Paper/Pencil
- ✓ Computer Supported
- □ Computer Adaptive
- ✓ Machine Scored
- □ Scored Locally
- □ Scored Off-Site

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History-Social Science — 2

Assessment

PRO-Core Learning Systems—Computers in Education

Publisher Website/Sample

Description
Diagnostic test intended to align to CCSS. Documents previewed were developed for Ohio but may be customizable to Commonwealth curriculum frameworks. Districts interested in this option can contact developer for more information.

Source
Commercial Customizable Item Bank

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment

☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☒ Selected Response
☒ Short Constructed Response
☐ Writing Prompt/Essay
☒ Other: Diagnostic Measure

Non-Traditional Assessment

☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring

☒ Paper/Pencil
☒ Computer Supported
☐ Computer Adaptive
☒ Machine Scored
☐ Scored Locally
☐ Scored Off-Site

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History-Social Science — 2

Assessment
TerraNova 3—CTB/McGraw-Hill

Description
Complete battery for grades K-12 in ELA, mathematics, science, and social studies. Vertically aligned grade-level tests of achievement. Norm-referenced interpretation of results. Claims to be closely aligned to NAEP framework. Assessment reflects the goals and ideas proposed in the national standards publications and in materials from organizations such as the Bradley Commission on History in Schools, the National Council on Economic Education, the National Council for Geographic Education, and the Association of American Geographers. Test measures content in all four strands. Additional information about content assessed not available so districts interested in this option will need to confirm alignment to CCOs for this grade.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment
- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response

Non-Traditional Assessment
- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

Administration/Scoring
- Paper/Pencil
- Machine Scored
- Scored Locally

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### Massachusetts District-Determined Measures

#### Example Assessments

## History-Social Science — 2

**Assessment**  
Work Sampling System (WSS)—Pearson

**Description**  
Observation checklist developed by early childhood researcher (Meisels, 2001). Standards-based, curriculum-embedded, intended to document and evaluate what children are learning and have begun to master. Teachers collect information from multiple sources. Includes checklists and guidelines, portfolios, and summary reports. Measures development and content learning in personal/social and physical development and health, language and literacy, social studies, mathematical thinking, scientific thinking, and the arts. Each grade in pre-K-6 measures self, family, community, interdependence, rights and responsibilities, environment, and the past. Districts interested in this option can request additional information from developer to confirm alignment to CCOs.

<table>
<thead>
<tr>
<th>Source</th>
<th>Approach</th>
<th>Designed to Measure Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commercial Test</td>
<td>Buying (commercial tool)</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Traditional Assessment
- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other: Screening Tool

### Non-Traditional Assessment
- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

### Administration/Scoring
- Paper/Pencil
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
- Scored Off-Site

---

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Grade 3

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**History-Social Science — 3**

Assessment
Assessment Center/ipGrowth—CORE K12 Education

[Publisher Website/Sample](#)

**Description**
Item bank aligned to New York standards in social studies. Assessment may not be available. Districts interested in exploring this option will need to request additional information from developer.

**Source**
Commercial Customizable Item Bank

**Approach**
Buying (commercial tool)

**Designed to Measure Growth**
Yes

**Traditional Assessment**
- ☐ Traditional End-of-Grade Assessment
- ☐ Traditional End-of-Course Assessment
- ☑ Selected Response
- ☐ Short Constructed Response
- ☐ Writing Prompt/Essay
- ☑ Other: Screening Tool

**Non-Traditional Assessment**
- ☐ Pre/Post or Repeated Measures
- ☐ Performance Task Rubric
- ☐ Portfolio or Work Sample Rubric
- ☐ Project-Based Rubric
- ☐ Observation Rubric or Checklist

**Administration/Scoring**
- ☐ Paper/Pencil
- ☑ Computer Supported
- ☐ Computer Adaptive
- ☑ Machine Scored
- ☐ Scored Locally
- ☐ Scored Off-Site

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History-Social Science — 3
Assessment
Galileo Benchmark and Formative Assessment System—Assessment Technology Incorporated

Description
Customized benchmark assessments developed from secure item bank. State or district can submit standards and ATI builds tests to match. Typically includes 5 items for 8 standards to create 40-item tests. Vertical scale supports interpretations about growth. Pilot project in seven Commonwealth districts suggested strong linkage to curriculum frameworks in two content areas. Item bank may provide reading passages and associated items of sufficient rigor to meet expectations in the CCSS literacy standards (e.g., assessing a student's ability to conduct research using seminal historical documents).

Source
Commercial Customizable Item Bank

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
✓ Selected Response
✓ Short Constructed Response
☐ Writing Prompt/Essay
✓ Other: Interim or Benchmark

Non-Traditional Assessment
✓ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring
✓ Paper/Pencil
✓ Computer Supported
☐ Computer Adaptive
✓ Machine Scored
✓ Scored Locally
☐ Scored Off-Site

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History-Social Science — 3

Assessment
Indiana Social Studies Item Bank

Publisher Website/Sample

Description
Classroom assessments and standards to which each is linked. Appears to have been developed in 2003 so is dated and not aligned with CCOs or curriculum framework. Content is heavily weighted toward Indiana geography, civics, and history but does measure content in all four strands. Partially endorsed by the Colorado Professional Learning Community. May be useful to districts seeking assessment ideas but not recommended for use as a DDM.

Source
Released Items

Approach
Building (parts only)

Designed to Measure Growth
No

Traditional Assessment

- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other: Classroom Unit Assessment

Non-Traditional Assessment

- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

Administration/Scoring

- Paper/Pencil
- Computer Supported
- Computer Adaptive
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History-Social Science — 3

Assessment
Iowa Test of Educational Development, Form E—Riverside

Publisher Website/Sample

Description
Full battery for ELA, mathematics, science, and social studies. Continuous standard score scale that supports measuring growth. Developed in conjunction with researchers at the University of Iowa. Assesses strands of history, geography, economics, and civics/government. Districts pursuing this option will need to request additional information from developer to confirm alignment to CCOs for this grade.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment

☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☐ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other:

Non-Traditional Assessment

☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring

☐ Paper/Pencil
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History-Social Science — 3

Assessment
PRO-Core Learning Systems—Computers in Education

Publisher Website/Sample

Description
Diagnostic test intended to align to CCSS. Documents previewed were developed for Ohio but may be customizable to Commonwealth curriculum frameworks. Districts interested in this option can contact developer for more information.

Source
Commercial Customizable Item Bank

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☑ Selected Response
☑ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other: Diagnostic Measure

Non-Traditional Assessment
☑ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring
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Massachusetts District-Determined Measures

**Example Assessments**

### History-Social Science — 3

**Assessment**
Stanford Achievement Test 10 (SAT 10)–Pearson

[Publisher Website/Sample](#)

**Description**
Designed to measure growth and achievement. Seeks to be aligned to state standards and NAEP. A description of the national standards to which the test is aligned suggests that the test is not aligned to curriculum framework for this grade. While alignment to general social science skill-focused CCOs is possible, districts interested in this option will need to request additional information from developer to confirm content alignment.

**Source**
Commercial Test

**Approach**
Buying (commercial tool)

**Designed to Measure Growth**
Yes

<table>
<thead>
<tr>
<th>Traditional Assessment</th>
<th>Non-Traditional Assessment</th>
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</tr>
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<td>□ Writing Prompt/Essay</td>
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History-Social Science — 3

Assessment
Tennessee Comprehensive Assessment Program Achievement Test

Publisher Website/Sample

Description
Comprehensive assessment (reading/language arts, mathematics, science, and social studies). Two practice tests and two item samplers with answer keys for comprehensive grade-level assessments. Social studies strands assessed include economics, civics, geography, and U.S. history. Overall, Tennessee scope and sequence do not appear synchronized with curriculum framework for this grade. No constructed-response items or writing to text were included.

Source
Released Items

Approach
Building (parts only)

Designed to Measure Growth
No

Traditional Assessment

- Traditional End-of-Grade Assessment
- Select Response

Non-Traditional Assessment

- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

Administration/Scoring

- Paper/Pencil
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
- Scored Off-Site

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History-Social Science — 3

Assessment
TerraNova 3–CTB/McGraw-Hill

Publisher Website/Sample

Description
Complete battery for grades K-12 in ELA, mathematics, science, and social studies. Vertically aligned grade-level tests of achievement. Norm-referenced interpretation of results. Claims to be closely aligned to NAEP framework. Assessment reflects the goals and ideas proposed in the national standards publications and in materials from organizations such as the Bradley Commission on History in Schools, the National Council on Economic Education, the National Council for Geographic Education, and the Association of American Geographers. Test measures content in all four strands. Additional information about content assessed not available so districts interested in this option will need to confirm alignment to CCOs for this grade.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment

☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☑ Selected Response
☑ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other:

Non-Traditional Assessment

☑ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring

☑ Paper/Pencil
☐ Computer Supported
☐ Computer Adaptive
☑ Machine Scored
☑ Scored Locally
☐ Scored Off-Site

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### History-Social Science — 3

**Assessment**
Virginia Standards of Learning Assessment

[Publisher Website/Sample]

### Description
Released form and scoring guides. Items aligned to about half of the CCOs. Districts interested in building their own customized assessments can modify to match local curricula.

### Source
Released Items

### Approach
Building (parts only)

### Designed to Measure Growth
No

<table>
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<td>☐ Performance Task Rubric</td>
<td>☐ Computer Supported</td>
</tr>
<tr>
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<td>☐ Computer Adaptive</td>
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<td>☐ Short Constructed Response</td>
<td>☐ Project-Based Rubric</td>
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<tr>
<td>☐ Writing Prompt/Essay</td>
<td>☐ Observation Rubric or Checklist</td>
<td>✓ Scored Locally</td>
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</table>

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Grade 4
History-Social Science — 4

Assessment
Assessment Center/ipGrowth–CORE K12 Education

Publisher Website/Sample

Description
Item bank aligned to New York standards in social studies. Assessment may not be available. Districts interested in exploring this option will need to request additional information from developer.

Source
Commercial Customizable Item Bank

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☐ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other: Screening Tool

Non-Traditional Assessment
☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring
☐ Paper/Pencil
☐ Computer Supported
☐ Computer Adaptive
☐ Machine Scored
☐ Scored Locally
☐ Scored Off-Site

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**History-Social Science — 4**

**Assessment**
Galileo Benchmark and Formative Assessment System—Assessment Technology Incorporated

**Publisher Website/Sample**

**Description**
Customized benchmark assessments developed from secure item bank. State or district can submit standards and ATI builds tests to match. Typically includes 5 items for 8 standards to create 40-item tests. Vertical scale supports interpretations about growth. Pilot project in seven Commonwealth districts suggested strong linkage to curriculum frameworks in two content areas. Item bank may provide reading passages and associated items of sufficient rigor to meet expectations in the CCSS literacy standards (e.g., assessing a student's ability to conduct research using seminal historical documents).

**Source**
Commercial Customizable Item Bank

**Approach**
Buying (commercial tool)  Yes

**Designed to Measure Growth**
Yes

**Traditional Assessment**
- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other: Interim or Benchmark

**Non-Traditional Assessment**
- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

**Administration/Scoring**
- Paper/Pencil
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
- Scored Off-Site

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History-Social Science — 4
Assessment
Iowa Test of Educational Development, Form E–Riverside

Description
Full battery for ELA, mathematics, science, and social studies. Continuous standard score scale that supports measuring growth. Developed in conjunction with researchers at the University of Iowa. Assesses strands of history, geography, economics, and civics/government. Districts pursuing this option will need to request additional information from developer to confirm alignment to CCOs for this grade.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☑ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other:

Non-Traditional Assessment
☑ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring
☑ Paper/Pencil
☑ Computer Supported
☐ Computer Adaptive
☑ Machine Scored
☐ Scored Locally
☐ Scored Off-Site
History-Social Science — 4

Assessment
Louisiana LEAP Social Studies Test

Description
Released constructed-response items, scoring rubrics, and examples of student work. Items were not a strong match for the CCOs or curriculum framework for this grade. Not recommended for use by districts seeking to build customized assessments.

Source
Released Items

Approach
Building (parts only)

Designed to Measure Growth
No

Traditional Assessment

☑ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☐ Selected Response
☑ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other:

Non-Traditional Assessment

☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring

☑ Paper/Pencil
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History-Social Science — 4

Assessment
National Assessment of Educational Progress (NAEP)

Description
Sample items from the 2006 and 2010 NAEP in civics, geography, and U.S. history for grade 4. Items from which districts can choose to build customized assessments. Caution: NAEP is not intended to serve as a measure of an individual student's achievement or growth. However, items do provide districts with assessment ideas and can be modified to ensure full alignment to local curricula.

Source
Released Items

Approach
Building (parts only)

Designed to Measure Growth
No

Traditional Assessment
- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other: National or International Assessment

Non-Traditional Assessment
- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

Administration/Scoring
- Paper/Pencil
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
- Scored Off-Site

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History-Social Science — 4

Assessment

PRO-Core Learning Systems–Computers in Education

Publisher Website/Sample

Description

Diagnostic test intended to align to CCSS. Documents previewed were developed for Ohio but may be customizable to Commonwealth curriculum frameworks. Districts interested in this option can contact developer for more information.

Source

Commercial Customizable Item Bank

Approach

Buying (commercial tool)

Designed to Measure Growth

Yes

Traditional Assessment

☐ Traditional End-of-Grade Assessment

☐ Traditional End-of-Course Assessment

☑ Selected Response

☑ Short Constructed Response

☐ Writing Prompt/Essay

☑ Other: Diagnostic Measure

Non-Traditional Assessment

☑ Pre/Post or Repeated Measures

☐ Performance Task Rubric

☐ Portfolio or Work Sample Rubric

☐ Project-Based Rubric

☐ Observation Rubric or Checklist

Administration/Scoring

☑ Paper/Pencil

☑ Computer Supported

☐ Computer Adaptive

☑ Machine Scored

☐ Scored Locally

☐ Scored Off-Site

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History-Social Science — 4

Assessment
Stanford Achievement Test 10 (SAT 10)–Pearson

Publisher Website/Sample

Description
Designed to measure growth and achievement. Seeks to be aligned to state standards and NAEP. A description of the national standards to which the test is aligned suggests that the test is not aligned to curriculum framework for this grade. While alignment to general social science skill-focused CCOs is possible, districts interested in this option will need to request additional information from developer to confirm content alignment.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☑ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other:

Non-Traditional Assessment
☑ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring
☑ Paper/Pencil
☑ Computer Supported
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History-Social Science — 4

Assessment
Tennessee Comprehensive Assessment Program Achievement Test

Publisher Website/Sample

Description
Comprehensive assessment (reading/language arts, mathematics, science, and social studies). Two practice tests and two item samplers with answer keys for comprehensive grade-level assessments. Social studies strands assessed include economics, civics, geography, and U.S. history. Overall, Tennessee scope and sequence do not appear synchronized with curriculum framework for this grade. No constructed-response items or writing to text were included.

Source
Released Items

Approach
Building (parts only)

Designed to Measure Growth
No

Traditional Assessment

☑ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☑ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other:

Non-Traditional Assessment

☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring

☐ Paper/Pencil
☐ Computer Supported
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History-Social Science — 4

Assessment
TerraNova 3–CTB/McGraw-Hill

Publisher Website/Sample

Description
Complete battery for grades K-12 in ELA, mathematics, science, and social studies. Vertically aligned grade-level tests of achievement. Norm-referenced interpretation of results. Claims to be closely aligned to NAEP framework. Assessment reflects the goals and ideas proposed in the national standards publications and in materials from organizations such as the Bradley Commission on History in Schools, the National Council on Economic Education, the National Council for Geographic Education, and the Association of American Geographers. Test measures content in all four strands. Additional information about content assessed not available so districts interested in this option will need to confirm alignment to CCOs for this grade.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment

☑ Selected Response
☑ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other:

Non-Traditional Assessment

☑ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring

☑ Paper/Pencil
☐ Computer Supported
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☑ Machine Scored
☑ Scored Locally
☐ Scored Off-Site

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Grade 5
History-Social Science — 5

Assessment
Assessment Center/ipGrowth—CORE K12 Education

Publisher Website/Sample

Description
Item bank aligned to New York standards in social studies. Assessment may not be available. Districts interested in exploring this option will need to request additional information from developer.

Source
Commercial Customizable Item Bank

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment

☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☑ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☑ Other: Screening Tool

Non-Traditional Assessment

☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring

☐ Paper/Pencil
☑ Computer Supported
☐ Computer Adaptive
☑ Machine Scored
☐ Scored Locally
☐ Scored Off-Site

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History-Social Science — 5

Assessment
Galileo Benchmark and Formative Assessment System—Assessment Technology Incorporated

Description
Customized benchmark assessments developed from secure item bank. State or district can submit standards and ATI builds tests to match. Typically includes 5 items for 8 standards to create 40-item tests. Vertical scale supports interpretations about growth. Pilot project in seven Commonwealth districts suggested strong linkage to curriculum frameworks in two content areas. Item bank may provide reading passages and associated items of sufficient rigor to meet expectations in the CCSS literacy standards (e.g., assessing a student's ability to conduct research using seminal historical documents).

Source
Commercial Customizable Item Bank

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment
- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other: Interim or Benchmark

Non-Traditional Assessment
- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

Administration/Scoring
- Paper/Pencil
- Computer Supported
- Computer Adaptive
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- Scored Locally
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History-Social Science — 5
Assessment
Indiana Department of Education ISTEP+

Description
Released constructed-response (CR) items, scoring rubrics, and examples of student work. Not strongly linked to CCOs or curriculum framework at this grade but districts interested in building their own customized measures with CRs can easily modify to better align to local curricula.

Source
Released Items

Approach
Building (parts only)

Designed to Measure Growth
No

Traditional Assessment
- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other:

Non-Traditional Assessment
- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

Administration/Scoring
- Paper/Pencil
- Computer Supported
- Computer Adaptive
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- Scored Locally
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**Massachusetts District-Determined Measures**

**Example Assessments**

**History-Social Science — 5**

**Assessment**

INSPECT Formatives–Key Data Systems

**Description**

Recommended by Commonwealth district. Literature indicates they will be adding history/social science grades 5-8 to item pool. Developer says item bank can be customized for state standards and can include pre-built formative assessments to measure progress.

**Source**

Commercial Customizable Item Bank

**Approach**

Buying (commercial tool)

**Designed to Measure Growth**

No

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### History-Social Science — 5

#### Assessment
Iowa Test of Educational Development, Form E-Riverside

**Publisher Website/Sample**

#### Description
Full battery for ELA, mathematics, science, and social studies. Continuous standard score scale that supports measuring growth. Developed in conjunction with researchers at the University of Iowa. Assesses strands of history, geography, economics, and civics/government. Districts pursuing this option will need to request additional information from developer to confirm alignment to CCOs for this grade.

#### Source
Commercial Test

#### Approach
Buying (commercial tool)

#### Designed to Measure Growth
Yes

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**History-Social Science — 5**

**Assessment**

Massachusetts Comprehensive Assessment System (MCAS)

**Publisher Website/Sample**

**Description**

Sample questions, scoring guides, and student work from 2007 assessments. While labeled as grade 5, bank includes a combination of items written to frameworks for both grades 4 and 5. Some items aligned to the CCOs; district would need to select those best matched to local curricula. As these are MCAS sample items, they should provide a firm foundation from which to build an assessment for this grade.

**Source**
 Released Items

**Approach**
 Building (parts only)

**Designed to Measure Growth**
 No

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**History-Social Science — 5**

**Assessment**
Michigan Educational Assessment Program

**Publisher Website/Sample**

**Description**
Released items from 2001, 2002, and 2003. Constructed- and selected-response items, with scoring key for selected-response items and sample student responses. Items are dated and not recommended for use by districts seeking to build customized assessments for use as DDMs.

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</table>

**Traditional Assessment**
- Traditional End-of-Grade Assessment
- Selected Response
- Short Constructed Response

**Non-Traditional Assessment**
- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

**Administration/Scoring**
- Paper/Pencil

**Other:**
- Scored Locally
- Scored Off-Site

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# History-Social Science — 5

## Assessment

New York State Elementary Level Social Studies Test

[Publisher Website/Sample](#)

## Description

Released test, scoring guide, and standards assessed. Measures student knowledge and skills in U.S. history, New York history, and world geography. Aligns to two CCOs, but not strongly aligned to curriculum framework for this grade and not recommended for use by districts building customized DDMs.

## Source

- Released Items

## Approach

- Building (parts only)

## Designed to Measure Growth

- No

## Traditional Assessment

- ✔ Traditional End-of-Grade Assessment
- ✔ Selected Response
- ✔ Short Constructed Response
- ✔ Writing Prompt/Essay
- ❏ Other:

## Non-Traditional Assessment

- ❏ Pre/Post or Repeated Measures
- ❏ Performance Task Rubric
- ❏ Portfolio or Work Sample Rubric
- ❏ Project-Based Rubric
- ❏ Observation Rubric or Checklist

## Administration/Scoring

- ✔ Paper/Pencil
- ❏ Computer Supported
- ❏ Computer Adaptive
- ❏ Machine Scored
- ✔ Scored Locally
- ❏ Scored Off-Site

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**History-Social Science — 5**

**Assessment**
Ohio Achievement Tests

**Publisher Website/Sample**

**Description**
Released items from 2007-2009. Selected- and constructed-response items with answer keys and scoring rubrics. Items do assess some CCOs but do not match expectations for rigor in curriculum framework. Districts interested in building their own customized measures, however, can easily modify to better align to local curricula.

**Source**
Released Items

**Approach**
Building (parts only)

**Designed to Measure Growth**
No

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</table>
History-Social Science — 5

Assessment
Oklahoma School Testing Program

Description
2011-12 released items and answer key. Not aligned to curriculum framework for this grade and not recommended for use by districts seeking to build customized measures.

Source
Released Items

Approach
Building (parts only)

Designed to Measure Growth
No

Traditional Assessment
- Traditional End-of-Grade Assessment
- Selected Response

Non-Traditional Assessment
- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Observation Rubric or Checklist

Administration/Scoring
- Paper/Pencil
- Scored Locally

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## History-Social Science — 5

**Assessment**

Oregon Department of Education State Test

**Description**

Released items and answer key. Focus on history content, though some items for civics, geography, and economics. Items do not match expectations for rigor in curriculum framework. Districts interested in building their own customized measures, however, can easily modify to better align to local curricula.

**Source**

Released Items

**Approach**

Building (parts only)

**Designed to Measure Growth**

No

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History-Social Science — 5
Assessment
PRO-Core Learning Systems—Computers in Education

Description
Diagnostic test intended to align to CCSS. Documents previewed were developed for Ohio but may be customizable to Commonwealth curriculum frameworks. Districts interested in this option can contact developer for more information.

Source
Commercial Customizable Item Bank

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☑ Selected Response
☑ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other: Diagnostic Measure

Non-Traditional Assessment
☑ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring
☑ Paper/Pencil
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**History-Social Science — 5**

**Assessment**
Stanford Achievement Test 10 (SAT 10)–Pearson

**Description**
Designed to measure growth and achievement. Seeks to be aligned to state standards and NAEP. A description of the national standards to which the test is aligned suggests that the test is not aligned to curriculum framework for this grade. While alignment to general social science skill-focused CCOs is possible, districts interested in this option will need to request additional information from developer to confirm content alignment.

**Source**
Commercial Test

**Approach**
Buying (commercial tool)

**Designed to Measure Growth**
Yes

**Traditional Assessment**
- **☐** Traditional End-of-Grade Assessment
- **☐** Traditional End-of-Course Assessment
- **☑** Selected Response
- **☐** Short Constructed Response
- **☐** Writing Prompt/Essay
- **☐** Other:

**Non-Traditional Assessment**
- **☑** Pre/Post or Repeated Measures
- **☐** Performance Task Rubric
- **☐** Portfolio or Work Sample Rubric
- **☐** Project-Based Rubric
- **☐** Observation Rubric or Checklist

**Administration/Scoring**
- **☑** Paper/Pencil
- **☑** Computer Supported
- **☐** Computer Adaptive
- **☑** Machine Scored
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History-Social Science — 5

Assessment

Tennessee Comprehensive Assessment Program Achievement Test

Publisher Website/Sample

Description

Comprehensive assessment (reading/language arts, mathematics, science, and social studies). Two practice tests and two item samplers with answer keys for comprehensive grade-level assessments. Social studies strands assessed include economics, civics, geography, and U.S. history. Overall, Tennessee scope and sequence do not appear synchronized with curriculum framework for this grade. No constructed-response items or writing to text were included.

Source

Released Items

Approach

Building (parts only)

Designed to Measure Growth

No

Traditional Assessment

- Traditional End-of-Grade Assessment
- Selected Response

Non-Traditional Assessment

- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
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Administration/Scoring

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History-Social Science — 5

Assessment
TerraNova 3—CTB/McGraw-Hill

Description
Complete battery for grades K-12 in ELA, mathematics, science, and social studies. Vertically aligned grade-level tests of achievement. Norm-referenced interpretation of results. Claims to be closely aligned to NAEP framework. Assessment reflects the goals and ideas proposed in the national standards publications and in materials from organizations such as the Bradley Commission on History in Schools, the National Council on Economic Education, the National Council for Geographic Education, and the Association of American Geographers. Test measures content in all four strands. Additional information about content assessed not available so districts interested in this option will need to confirm alignment to CCOs for this grade.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment

☐ Traditional End-of-Grade Assessment
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☑ Selected Response
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☐ Writing Prompt/Essay
☐ Other:

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**History-Social Science — 5**

**Assessment**
University of the State of New York Elementary-Level Social Studies Test, 2008 Booklets 1 & 2

**Description**
Released multiple-choice and constructed-response items. Items align generally to CCOs in terms of content assessed. Districts interested in building their own customized measures can select those items most strongly aligned to local curricula.

**Source**
Released Items

**Approach**
Building (parts only)

**Designed to Measure Growth**
No

**Traditional Assessment**
- [✓] Traditional End-of-Grade Assessment
- [ ] Traditional End-of-Course Assessment
- [✓] Selected Response
- [✓] Short Constructed Response
- [ ] Writing Prompt/Essay
- [ ] Other:

**Non-Traditional Assessment**
- [ ] Pre/Post or Repeated Measures
- [ ] Performance Task Rubric
- [ ] Portfolio or Work Sample Rubric
- [ ] Project-Based Rubric
- [ ] Observation Rubric or Checklist
- [ ] Other:

**Administration/Scoring**
- [✓] Paper/Pencil
- [ ] Computer Supported
- [ ] Computer Adaptive
- [ ] Machine Scored
- [✓] Scored Locally
- [ ] Scored Off-Site

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History-Social Science — 5

Assessment
University of the State of New York Elementary-Level Social Studies Test, 2009 Booklets 1 & 2

Publisher Website/Sample

Description
Released multiple-choice and constructed-response items. Items align generally to CCOs in terms of content assessed. Districts interested in building their own customized measures can select those items most strongly aligned to local curricula.

Source
Released Items

Approach
Building (parts only)

Designed to Measure Growth
No

Traditional Assessment

☑ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☐ Selected Response
☑ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other:

Non-Traditional Assessment

☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring

☑ Paper/Pencil
☐ Computer Supported
☐ Computer Adaptive
☐ Machine Scored
☐ Scored Locally
☐ Scored Off-Site

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# History-Social Science — 5

**Assessment**

Virginia Standards of Learning Assessment

### Description

Released items, scoring guides, and standards assessed. Focus for this grade differs from the content in the CCOs and curriculum framework for this grade.

### Source

- Released Items

### Approach

- Building (parts only)

### Designed to Measure Growth

- No

### Traditional Assessment

- [✓] Traditional End-of-Grade Assessment
- [ ] Traditional End-of-Course Assessment
- [✓] Selected Response
- [ ] Short Constructed Response
- [ ] Writing Prompt/Essay
- [ ] Other:

### Non-Traditional Assessment

- [ ] Pre/Post or Repeated Measures
- [ ] Performance Task Rubric
- [ ] Portfolio or Work Sample Rubric
- [ ] Project-Based Rubric
- [ ] Observation Rubric or Checklist

### Administration/Scoring

- [ ] Paper/Pencil
- [ ] Computer Supported
- [ ] Computer Adaptive
- [ ] Machine Scored
- [✓] Scored Locally
- [ ] Scored Off-Site

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History-Social Science — 6

Assessment
Assessment Center/ipGrowth–CORE K12 Education

Publisher Website/Sample

Description
Item bank aligned to New York standards in social studies. Assessment may not be available. Districts interested in exploring this option will need to request additional information from developer.

Source
Commercial Customizable Item Bank

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment
- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other: Screening Tool

Non-Traditional Assessment
- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

Administration/Scoring
- Paper/Pencil
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
- Scored Off-Site

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History-Social Science — 6

Assessment
Galileo Benchmark and Formative Assessment System–Assessment Technology Incorporated

Description
Customized benchmark assessments developed from secure item bank. State or district can submit standards and ATI builds tests to match. Typically includes 5 items for 8 standards to create 40-item tests. Vertical scale supports interpretations about growth. Pilot project in seven Commonwealth districts suggested strong linkage to curriculum frameworks in two content areas. Item bank may provide reading passages and associated items of sufficient rigor to meet expectations in the CCSS literacy standards (e.g., assessing a student's ability to conduct research using seminal historical documents).

Source
Commercial Customizable Item Bank

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment

☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☐ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other: Interim or Benchmark

Non-Traditional Assessment

☑ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring

☑ Paper/Pencil
☐ Computer Supported
☐ Computer Adaptive
☐ Machine Scored
☑ Scored Locally
☐ Scored Off-Site

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**History-Social Science — 6**

Assessment

Iowa Test of Educational Development, Form E—Riverside

**Publisher Website/Sample**

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**Description**

Full battery for ELA, mathematics, science, and social studies. Continuous standard score scale that supports measuring growth. Developed in conjunction with researchers at the University of Iowa. Assesses strands of history, geography, economics, and civics/government. Districts pursuing this option will need to request additional information from developer to confirm alignment to CCOs for this grade.

---

**Source**

Commercial Test

**Approach**

Buying (commercial tool)

**Designed to Measure Growth**

Yes

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**Traditional Assessment**

- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other:

**Non-Traditional Assessment**

- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

**Administration/Scoring**

- Paper/Pencil
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
- Scored Off-Site

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History-Social Science — 6
Assessment
PRO-Core Learning Systems–Computers in Education

Description
Diagnostic test intended to align to CCSS. Documents previewed were developed for Ohio but may be customizable to Commonwealth curriculum frameworks. Districts interested in this option can contact developer for more information.

Source
Commercial Customizable Item Bank

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☐ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other: Diagnostic Measure

Non-Traditional Assessment
☑ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring
☑ Paper/Pencil
☑ Computer Supported
☐ Computer Adaptive
☑ Machine Scored
☐ Scored Locally
☐ Scored Off-Site

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## History-Social Science — 6

**Assessment**
Stanford Achievement Test 10 (SAT 10)—Pearson

**Description**
Designed to measure growth and achievement. Seeks to be aligned to state standards and NAEP. A description of the national standards to which the test is aligned suggests that the test is not aligned to curriculum framework for this grade. While alignment to general social science skill-focused CCOs is possible, districts interested in this option will need to request additional information from developer to confirm content alignment.

**Source**
Commercial Test

**Approach**
Buying (commercial tool)

**Design to Measure Growth**
Yes

### Traditional Assessment
- [ ] Traditional End-of-Grade Assessment
- [ ] Traditional End-of-Course Assessment
- [x] Selected Response
- [ ] Short Constructed Response
- [ ] Writing Prompt/Essay
- [ ] Other:

### Non-Traditional Assessment
- [x] Pre/Post or Repeated Measures
- [ ] Performance Task Rubric
- [ ] Portfolio or Work Sample Rubric
- [ ] Project-Based Rubric
- [ ] Observation Rubric or Checklist

### Administration/Scoring
- [x] Paper/Pencil
- [x] Computer Supported
- [x] Machine Scored
- [ ] Computer Adaptive
- [ ] Scored Locally
- [ ] Scored Off-Site

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# History-Social Science — 6

## Assessment
Tennessee Comprehensive Assessment Program Achievement Test

**Publisher Website/Sample**

## Description
Comprehensive assessment (reading/language arts, mathematics, science, and social studies). Two practice tests and two item samplers with answer keys for comprehensive grade-level assessments. Social studies strands assessed include economics, civics, geography, and U.S. history. Overall, Tennessee scope and sequence do not appear synchronized with curriculum framework for this grade. No constructed-response items or writing to text were included.

## Source
Released Items

## Approach
Building (parts only)

## Designed to Measure Growth
No

## Traditional Assessment
- [✓] Traditional End-of-Grade Assessment
- [ ] Traditional End-of-Course Assessment
- [✓] Selected Response
- [ ] Short Constructed Response
- [ ] Writing Prompt/Essay
- [ ] Other:

## Non-Traditional Assessment
- [ ] Pre/Post or Repeated Measures
- [ ] Performance Task Rubric
- [ ] Portfolio or Work Sample Rubric
- [ ] Project-Based Rubric
- [ ] Observation Rubric or Checklist

## Administration/Scoring
- [✓] Paper/Pencil
- [ ] Computer Supported
- [ ] Computer Adaptive
- [ ] Machine Scored
- [✓] Scored Locally
- [ ] Scored Off-Site

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**History-Social Science — 6**

Assessment
TerraNova 3–CTB/McGraw-Hill

**Publisher Website/Sample**

**Description**
Complete battery for grades K-12 in ELA, mathematics, science, and social studies. Vertically aligned grade-level tests of achievement. Norm-referenced interpretation of results. Claims to be closely aligned to NAEP framework. Assessment reflects the goals and ideas proposed in the national standards publications and in materials from organizations such as the Bradley Commission on History in Schools, the National Council on Economic Education, the National Council for Geographic Education, and the Association of American Geographers. Test measures content in all four strands. Additional information about content assessed not available so districts interested in this option will need to confirm alignment to CCOs for this grade.

**Source**
Commercial Test

**Approach**
Buying (commercial tool)

**Designed to Measure Growth**
Yes

**Traditional Assessment**
- ☐ Traditional End-of-Grade Assessment
- ☐ Traditional End-of-Course Assessment
- ☑ Selected Response
- ☑ Short Constructed Response
- ☐ Writing Prompt/Essay
- ☐ Other:

**Non-Traditional Assessment**
- ☑ Pre/Post or Repeated Measures
- ☐ Performance Task Rubric
- ☐ Portfolio or Work Sample Rubric
- ☐ Project-Based Rubric
- ☐ Observation Rubric or Checklist

**Administration/Scoring**
- ☑ Paper/Pencil
- ☐ Computer Supported
- ☐ Computer Adaptive
- ☑ Machine Scored
- ☑ Scored Locally
- ☐ Scored Off-Site

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Massachusetts District-Determined Measures

Example Assessments

Grade 7
### History-Social Science — 7

**Assessment**

Assessment Center/ipGrowth–CORE K12 Education

[Publisher Website/Sample](#)

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**Description**

Item bank aligned to New York standards in social studies. Assessment may not be available. Districts interested in exploring this option will need to request additional information from developer.

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**Source**

Commercial Customizable Item Bank

**Approach**

Buying (commercial tool)

**Designed to Measure Growth**

Yes

---

**Traditional Assessment**

- [ ] Traditional End-of-Grade Assessment
- [ ] Traditional End-of-Course Assessment
- [x] Selected Response
- [ ] Short Constructed Response
- [ ] Writing Prompt/Essay
- [x] Other: Screening Tool

**Non-Traditional Assessment**

- [ ] Pre/Post or Repeated Measures
- [ ] Performance Task Rubric
- [ ] Portfolio or Work Sample Rubric
- [ ] Project-Based Rubric
- [ ] Observation Rubric or Checklist

**Administration/Scoring**

- [ ] Paper/Pencil
- [x] Computer Supported
- [ ] Computer Adaptive
- [x] Machine Scored
- [ ] Scored Locally
- [ ] Scored Off-Site

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History-Social Science — 7

Assessment
Galileo Benchmark and Formative Assessment System—Assessment Technology Incorporated

Publisher Website/Sample

Description
Customized benchmark assessments developed from secure item bank. State or district can submit standards and ATI builds tests to match. Typically includes 5 items for 8 standards to create 40-item tests. Vertical scale supports interpretations about growth. Pilot project in seven Commonwealth districts suggested strong linkage to curriculum frameworks in two content areas. Item bank may provide reading passages and associated items of sufficient rigor to meet expectations in the CCSS literacy standards (e.g., assessing a student's ability to conduct research using seminal historical documents).

Source
Commercial Customizable Item Bank

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment

☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☑ Selected Response
☑ Short Constructed Response
☐ Writing Prompt/Essay
☑ Other: Interim or Benchmark

Non-Traditional Assessment

☑ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring

☑ Paper/Pencil
☑ Computer Supported
☐ Computer Adaptive
☑ Machine Scored
☑ Scored Locally
☐ Scored Off-Site

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History-Social Science — 7

Assessment
Indiana Department of Education ISTEP+

Description
Released constructed-response (CR) items, scoring rubrics, and examples of student work. Not strongly linked to CCOs or curriculum framework at this grade but districts interested in building their own customized measures with CRs can easily modify to better align to local curricula.

Source
Released Items

Approach
Building (parts only)

Designed to Measure Growth
No

Traditional Assessment
- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay

Non-Traditional Assessment
- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

Administration/Scoring
- Paper/Pencil
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
- Scored Off-Site

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History-Social Science — 7

Assessment
Iowa Test of Educational Development, Form E–Riverside

Publisher Website/Sample

Description
Full battery for ELA, mathematics, science, and social studies. Continuous standard score scale that supports measuring growth. Developed in conjunction with researchers at the University of Iowa. Assesses strands of history, geography, economics, and civics/government. Districts pursuing this option will need to request additional information from developer to confirm alignment to CCOs for this grade.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment
- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other:

Non-Traditional Assessment
- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist
- Other:

Administration/Scoring
- Paper/Pencil
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
- Scored Off-Site

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History-Social Science — 7

Assessment
Massachusetts Comprehensive Assessment System (MCAS)

Description
Sample questions, scoring guides, and student work from 2007 assessments. While labeled as grade 7, bank includes a combination of items written to frameworks for grades 6-8. Some items aligned to the CCOs; district would need to select those best matched to local curricula. As these are MCAS sample items, they should provide a firm foundation from which to build an assessment for this grade.

Source
Released Items

Approach
Building (parts only)

Designed to Measure Growth
No

Traditional Assessment

☑ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☑ Selected Response
☑ Short Constructed Response
☑ Writing Prompt/Essay
☐ Other:

Non-Traditional Assessment

☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring

☑ Paper/Pencil
☐ Computer Supported
☐ Computer Adaptive
☐ Machine Scored
☐ Scored Locally
☐ Scored Off-Site

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### Description
Diagnostic test intended to align to CCSS. Documents previewed were developed for Ohio but may be customizable to Commonwealth curriculum frameworks. Districts interested in this option can contact developer for more information.

### Source
- **Commercial Customizable Item Bank**

### Approach
- **Buying (commercial tool)**
- **Designed to Measure Growth**: Yes

### Traditional Assessment
- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other: Diagnostic Measure

### Non-Traditional Assessment
- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

### Administration/Scoring
- Paper/Pencil
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
- Scored Off-Site
History-Social Science — 7

Assessment
Stanford Achievement Test 10 (SAT 10)—Pearson

Publisher Website/Sample

Description
Designed to measure growth and achievement. Seeks to be aligned to state standards and NAEP. A description of the national standards to which the test is aligned suggests that the test is not aligned to curriculum framework for this grade. While alignment to general social science skill-focused CCOs is possible, districts interested in this option will need to request additional information from developer to confirm content alignment.

Source
Commercial Test

Approach
Buying (commercial tool)  Yes

Designed to Measure Growth  Yes

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☐ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other:

Non-Traditional Assessment
☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring
☐ Paper/Pencil
☐ Computer Supported
☐ Computer Adaptive
☐ Machine Scored
☐ Scored Locally
☐ Scored Off-Site

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Massachusetts District-Determined Measures

Example Assessments

History-Social Science — 7

Assessment
Tennessee Comprehensive Assessment Program Achievement Test

Publisher Website/Sample

Description
Comprehensive assessment (reading/language arts, mathematics, science, and social studies). Two practice tests and two item samplers with answer keys for comprehensive grade-level assessments. Social studies strands assessed include economics, civics, geography, and U.S. history. Overall, Tennessee scope and sequence do not appear synchronized with curriculum framework for this grade. No constructed-response items or writing to text were included.

Source
Released Items

Approach
Building (parts only)

Designed to Measure Growth
No

Traditional Assessment

- Traditional End-of-Grade Assessment
- Selected Response

Non-Traditional Assessment

- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

Administration/Scoring

- Paper/Pencil
- Portfolio or Work Sample Rubric
- Observation Rubric or Checklist
- Scored Locally

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History-Social Science — 7

Assessment
TerraNova 3–CTB/McGraw-Hill

Publisher Website/Sample

Description
Complete battery for grades K-12 in ELA, mathematics, science, and social studies. Vertically aligned grade-level tests of achievement. Norm-referenced interpretation of results. Claims to be closely aligned to NAEP framework. Assessment reflects the goals and ideas proposed in the national standards publications and in materials from organizations such as the Bradley Commission on History in Schools, the National Council on Economic Education, the National Council for Geographic Education, and the Association of American Geographers. Test measures content in all four strands. Additional information about content assessed not available so districts interested in this option will need to confirm alignment to CCOs for this grade.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☐ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other:

Non-Traditional Assessment
☑ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring
☑ Paper/Pencil
☐ Computer Supported
☐ Computer Adaptive
☑ Machine Scored
☑ Scored Locally
☐ Scored Off-Site

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Grade 8
Massachusetts District-Determined Measures

Example Assessments

History-Social Science — 8

Assessment
Assessment Center/ipGrowth—CORE K12 Education

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Description
Item bank aligned to New York standards in social studies. Assessment may not be available. Districts interested in exploring this option will need to request additional information from developer.

Source
Commercial Customizable Item Bank

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☒ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☒ Other: Screening Tool

Non-Traditional Assessment
☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring
☐ Paper/Pencil
☒ Computer Supported
☐ Computer Adaptive
☒ Machine Scored
☐ Scored Locally
☐ Scored Off-Site
History-Social Science — 8

Assessment
California Standards Test (CST)

Publisher Website/Sample

Description
Released items and scoring key for grade 8 assessment, but measures standards from grades 6-8 in world history, geography, and U.S. history. Content was good match for CCOs but items lack the rigor required by the curriculum frameworks (e.g., many require only simple identification). Writing to text also weak. However, districts interested in building their own customized measures can easily modify to better align to local curricula.

Source
Released Items

Approach
Building (parts only)

Designed to Measure Growth
No

Traditional Assessment

☑ Traditional End-of-Grade Assessment
☑ Selected Response

☐ Traditional End-of-Course Assessment
☐ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other:

Non-Traditional Assessment

☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

☐ Other:

Administration/Scoring

☑ Paper/Pencil
☐ Computer Supported
☐ Computer Adaptive
☑ Machine Scored
☑ Scored Locally
☐ Scored Off-Site

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**History-Social Science — 8**

**Assessment**

Galileo Benchmark and Formative Assessment System—Assessment Technology Incorporated

[Publisher Website/Sample]

**Description**

Customized benchmark assessments developed from secure item bank. State or district can submit standards and ATI builds tests to match. Typically includes 5 items for 8 standards to create 40-item tests. Vertical scale supports interpretations about growth. Pilot project in seven Commonwealth districts suggested strong linkage to curriculum frameworks in two content areas. Item bank may provide reading passages and associated items of sufficient rigor to meet expectations in the CCSS literacy standards (e.g., assessing a student's ability to conduct research using seminal historical documents).

**Source**

Commercial Customizable Item Bank

**Approach**

Buying (commercial tool)

**Designed to Measure Growth**

Yes

---

**Traditional Assessment**

- [ ] Traditional End-of-Grade Assessment
- [ ] Traditional End-of-Course Assessment
- [x] Selected Response
- [x] Short Constructed Response
- [ ] Writing Prompt/Essay
- [x] Other: Interim or Benchmark

**Non-Traditional Assessment**

- [ ] Pre/Post or Repeated Measures
- [ ] Performance Task Rubric
- [ ] Portfolio or Work Sample Rubric
- [ ] Project-Based Rubric
- [ ] Observation Rubric or Checklist

**Administration/Scoring**

- [x] Paper/Pencil
- [x] Computer Supported
- [ ] Computer Adaptive
- [x] Machine Scored
- [x] Scored Locally
- [ ] Scored Off-Site

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History-Social Science — 8
Assessment
Iowa Test of Educational Development, Form E—Riverside

Description
Full battery for ELA, mathematics, science, and social studies. Continuous standard score scale that supports measuring growth. Developed in conjunction with researchers at the University of Iowa. Assesses strands of history, geography, economics, and civics/government. Districts pursuing this option will need to request additional information from developer to confirm alignment to CCOs for this grade.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☐ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other:

Non-Traditional Assessment
☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring
☑ Paper/Pencil
☑ Computer Supported
☐ Computer Adaptive
☑ Machine Scored
☐ Scored Locally
☐ Scored Off-Site

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## History-Social Science — 8

### Assessment
Louisiana LEAP Social Studies Test

### Publisher Website/Sample

### Description
Released constructed-response items, scoring rubrics, and examples of student work. Items were not a strong match for the CCOs or curriculum framework for this grade. Not recommended for use by districts seeking to build customized assessments.

### Source
- Released Items

### Approach
- Building (parts only)
- No

### Designed to Measure Growth
- No

### Traditional Assessment
- Traditional End-of-Grade Assessment
- Checked
- Traditional End-of-Course Assessment
- Not checked
- Selected Response
- Not checked
- Short Constructed Response
- Checked
- Writing Prompt/Essay
- Not checked
- Other:

### Non-Traditional Assessment
- Pre/Post or Repeated Measures
- Not checked
- Performance Task Rubric
- Not checked
- Portfolio or Work Sample Rubric
- Not checked
- Project-Based Rubric
- Not checked
- Observation Rubric or Checklist
- Not checked

### Administration/Scoring
- Paper/Pencil
- Checked
- Computer Supported
- Not checked
- Computer Adaptive
- Not checked
- Machine Scored
- Not checked
- Scored Locally
- Not checked
- Scored Off-Site
- Not checked

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History-Social Science — 8

Assessment
National Assessment of Educational Progress (NAEP)

Publisher Website/Sample

Description
Sample items from the 2006 and 2010 NAEP in civics, geography, and U.S. history for grade 8. Items from which districts can choose to build customized assessments. Caution: NAEP is not intended to serve as a measure of an individual student's achievement or growth. However, items do provide districts with assessment ideas and can be modified to ensure full alignment to local curricula.

Source
Released Items

Approach
Building (parts only)

Designed to Measure Growth
No

<table>
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<td>☑ Other: National or International Assessment</td>
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History-Social Science — 8
Assessment
Ohio Achievement Tests

Publisher Website/Sample

Description
Released items from 2007-2009. Selected- and constructed-response items with answer keys and scoring rubrics. Items do assess some CCOs but do not match expectations for rigor in curriculum framework. Districts interested in building their own customized measures, however, can easily modify to better align to local curricula.

Source
Released Items

Approach
Building (parts only)

Designed to Measure Growth
No

Traditional Assessment
- Traditional End-of-Grade Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay

Non-Traditional Assessment
- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

Administration/Scoring
- Paper/Pencil
- Scored Locally

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## Massachusetts District-Determined Measures

### Example Assessments

**History-Social Science — 8**

**Assessment**

Oregon Department of Education State Test

[Publisher Website/Sample](#)

**Description**

Released items and answer key. Focus on history content, though some items for civics, geography, and economics. Items do not match expectations for rigor in curriculum framework. Districts interested in building their own customized measures, however, can easily modify to better align to local curricula.

**Source**

Released Items

**Approach**

Building (parts only)

**Designed to Measure Growth**

No

### Traditional Assessment

- Traditional End-of-Grade Assessment
- Selected Response

### Non-Traditional Assessment

- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

### Administration/Scoring

- Paper/Pencil
- Portfolio or Work Sample Rubric
- Observation Rubric or Checklist
- Scored Locally

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History-Social Science — 8

Assessment
PRO-Core Learning Systems—Computers in Education

Description
Diagnostic test intended to align to CCSS. Documents previewed were developed for Ohio but may be customizable to Commonwealth curriculum frameworks. Districts interested in this option can contact developer for more information.

Source
Commercial Customizable Item Bank

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment

☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☒ Selected Response
☒ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other: Diagnostic Measure

Non-Traditional Assessment

☒ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring

☒ Paper/Pencil
☑ Computer Supported
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History-Social Science — 8

Assessment
Stanford Achievement Test 10 (SAT 10)—Pearson

Description
Designed to measure growth and achievement. Seeks to be aligned to state standards and NAEP. A description of the national standards to which the test is aligned suggests that the test is not aligned to curriculum framework for this grade. While alignment to general social science skill-focused CCOs is possible, districts interested in this option will need to request additional information from developer to confirm content alignment.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment
- Traditional End-of-Grade Assessment

Non-Traditional Assessment
- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

Administration/Scoring
- Paper/Pencil
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Other:

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History-Social Science — 8

Assessment

State of Texas Assessments of Academic Readiness (STAAR)

Publisher Website/Sample

Description

Released items from 2011 and 2013, with standards assessed and scoring key. Items aligned to some CCOs but do not match expectations for rigor in curriculum framework. Districts interested in building their own customized measures, however, can easily modify to better align to local curricula.

Source

Released Items

Approach

Building (parts only)

No

Designed to Measure Growth

Traditional Assessment

☑ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☑ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other:

Non-Traditional Assessment

☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
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Example Assessments

Massachusetts District-Determined Measures

**History-Social Science — 8**

Assessment
Tennessee Comprehensive Assessment Program Achievement Test

**Publisher Website/Sample**

**Description**
Comprehensive assessment (reading/language arts, mathematics, science, and social studies). Two practice tests and two item samplers with answer keys for comprehensive grade-level assessments. Social studies strands assessed include economics, civics, geography, and U.S. history. Overall, Tennessee scope and sequence do not appear synchronized with curriculum framework for this grade. No constructed-response items or writing to text were included.

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History-Social Science — 8

Assessment
TerraNova 3–CTB/McGraw-Hill

Description
Complete battery for grades K-12 in ELA, mathematics, science, and social studies. Vertically aligned grade-level tests of achievement. Norm-referenced interpretation of results. Claims to be closely aligned to NAEP framework. Assessment reflects the goals and ideas proposed in the national standards publications and in materials from organizations such as the Bradley Commission on History in Schools, the National Council on Economic Education, the National Council for Geographic Education, and the Association of American Geographers. Test measures content in all four strands. Additional information about content assessed not available so districts interested in this option will need to confirm alignment to CCOs for this grade.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment
- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay

Non-Traditional Assessment
- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

Administration/Scoring
- Paper/Pencil
- Machine Scored
- Scored Locally

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Massachusetts District-Determined Measures

Example Assessments

History-Social Science — 8

Assessment
University of the State of New York Elementary-Level Social Studies Test, 2000-2009

Publisher Website/Sample

Description
Released multiple-choice and constructed-response items. Items align generally to CCOs in terms of content assessed. Districts interested in building their own customized measures can select those items most strongly aligned to local curricula.

Source
Released Items

Approach
Building (parts only)

Designed to Measure Growth
No

Traditional Assessment

☑ Traditional End-of-Grade Assessment

☐ Traditional End-of-Course Assessment

☑ Selected Response

☑ Short Constructed Response

☐ Writing Prompt/Essay

☐ Other:

Non-Traditional Assessment

☐ Pre/Post or Repeated Measures

☐ Performance Task Rubric

☐ Portfolio or Work Sample Rubric

☐ Project-Based Rubric

☐ Observation Rubric or Checklist

Administration/Scoring

☑ Paper/Pencil

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### History-Social Science — 8

**Assessment**

University of the State of New York Elementary-Level Social Studies Test, 2010 Booklets 1 & 2

[Publisher Website/Sample](#)

**Description**

Released multiple-choice and constructed-response items. Items align generally to CCOs in terms of content assessed. Districts interested in building their own customized measures can select those items most strongly aligned to local curricula.

**Source**

Released Items

**Approach**

Building (parts only)

**Designed to Measure Growth**

No

#### Traditional Assessment

- [✓] Traditional End-of-Grade Assessment
- [ ] Traditional End-of-Course Assessment
- [✓] Selected Response
- [✓] Short Constructed Response
- [ ] Writing Prompt/Essay
- [ ] Other:

#### Non-Traditional Assessment

- [ ] Pre/Post or Repeated Measures
- [ ] Performance Task Rubric
- [ ] Portfolio or Work Sample Rubric
- [ ] Project-Based Rubric
- [ ] Observation Rubric or Checklist
- [ ] Scored Locally
- [ ] Scored Off-Site

#### Administration/Scoring

- [✓] Paper/Pencil
- [ ] Computer Supported
- [ ] Computer Adaptive
- [ ] Machine Scored
- [✓] Scored Locally
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High School
Civics-Government
### History-Social Science — HS

**Civics-Government**

**Assessment**

Galileo Benchmark and Formative Assessment System—Assessment Technology Incorporated

**Description**

Customized benchmark assessments developed from secure item bank. State or district can submit standards and ATI builds tests to match. Typically includes 5 items for 8 standards to create 40-item tests. Vertical scale supports interpretations about growth. Pilot project in seven Commonwealth districts suggested strong linkage to curriculum frameworks in two content areas. Item bank may provide reading passages and associated items of sufficient rigor to meet expectations in the CCSS literacy standards (e.g., assessing a student's ability to conduct research using seminal historical documents).

**Source**

Commercial Customizable Item Bank

**Approach**

Buying (commercial tool)

**Designed to Measure Growth**

Yes

**Traditional Assessment**

- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other: Interim or Benchmark

**Non-Traditional Assessment**

- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

**Administration/Scoring**

- Paper/Pencil
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
- Scored Off-Site

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**History-Social Science — HS**

**Assessment**

Hudson High School Portfolio Assessment for English Language Arts and Social Studies

**Civics-Government**

**Description**

Designed to be a measure of student growth over time in high school ELA and social science courses. Student selects work samples to include and uploads them to electronic site. Includes guiding questions for students and scoring criteria. Scoring rubric for portfolio that can be adapted for use in all high school ELA and social science courses. Generalized grading criteria for a portfolio. Could be aligned to a number of CCOs, depending on specification of assignments.

**Source**

Open Source Items, Activities, Forms

**Approach**

Borrowing (full measure)

**Designed to Measure Growth**

Yes

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**History-Social Science — HS**

Assessment

National Assessment of Educational Progress (NAEP)

**Civics-Government**

Description

Framework for civics and sample items that may provide assessment ideas. Items aligned to many CCOs. Caution: NAEP is not intended to serve as a measure of an individual student's achievement or growth. Also specifically for students in grade 12.

**Source**

Released Items

**Approach**

Building (parts only)

**Designed to Measure Growth**

No

**Traditional Assessment**

- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Other: National or International Assessment

**Non-Traditional Assessment**

- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

**Administration/Scoring**

- Paper/Pencil
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
- Scored Off-Site

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History-Social Science — HS

Assessment
Virginia End-of-Course Assessment

Civics-Government

Description
Released form, scoring guides, and standards assessed. Test covers both civics and economics. Aligned with CCOs for this course in terms of content, but less so in terms of rigor. Districts interested in building their own customized measures, however, can easily modify to ensure alignment to local curricula.

Source
Released Items

Approach
Building (parts only)

Designed to Measure Growth
No

Traditional Assessment

☐ Traditional End-of-Grade Assessment
☑ Traditional End-of-Course Assessment
☐ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other:

Non-Traditional Assessment

☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist
☐ Other:

Administration/Scoring

☑ Paper/Pencil
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Contemporary U.S. Issues
History-Social Science — HS

Contemporary U.S. Issues

Assessment

Galileo Benchmark and Formative Assessment System—Assessment Technology Incorporated

Publisher Website/Sample

Description

Customized benchmark assessments developed from secure item bank. State or district can submit standards and ATI builds tests to match. Typically includes 5 items for 8 standards to create 40-item tests. Vertical scale supports interpretations about growth. Pilot project in seven Commonwealth districts suggested strong linkage to curriculum frameworks in two content areas. Item bank may provide reading passages and associated items of sufficient rigor to meet expectations in the CCSS literacy standards (e.g., assessing a student's ability to conduct research using seminal historical documents).

Source

Commercial Customizable Item Bank

Approach

Buying (commercial tool)

Designed to Measure Growth

Yes

Traditional Assessment

☐ Traditional End-of-Grade Assessment

☐ Traditional End-of-Course Assessment

☑ Selected Response

☑ Short Constructed Response

☐ Writing Prompt/Essay

☑ Other: Interim or Benchmark

Non-Traditional Assessment

☑ Pre/Post or Repeated Measures

☐ Performance Task Rubric

☐ Portfolio or Work Sample Rubric

☐ Project-BasedRubric

☐ Observation Rubric or Checklist

Administration/Scoring

☑ Paper/Pencil

☑ Computer Supported

☐ Computer Adaptive

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History-Social Science — HS
Assessment
Hudson High School Portfolio Assessment for English Language Arts and Social Studies

Contemporary U.S. Issues

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Description
Designed to be a measure of student growth over time in high school ELA and social science courses. Student selects work samples to include and uploads them to electronic site. Includes guiding questions for students and scoring criteria. Scoring rubric for portfolio that can be adapted for use in all high school ELA and social science courses. Generalized grading criteria for a portfolio. Could be aligned to a number of CCOs, depending on specification of assignments.

Source
Open Source Items, Activities, Forms

Approach
Borrowing (full measure)

Designed to Measure Growth
Yes

Traditional Assessment

☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☐ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other:

Non-Traditional Assessment

☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring

☐ Paper/Pencil
☑ Computer Supported
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☐ Scored Locally
☑ Scored Off-Site
Contemporary World Issues
History-Social Science — HS  

Contemporary World Issues

Assessment

Galileo Benchmark and Formative Assessment System—Assessment Technology Incorporated

Description

Customized benchmark assessments developed from secure item bank. State or district can submit standards and ATI builds tests to match. Typically includes 5 items for 8 standards to create 40-item tests. Vertical scale supports interpretations about growth. Pilot project in seven Commonwealth districts suggested strong linkage to curriculum frameworks in two content areas. Item bank may provide reading passages and associated items of sufficient rigor to meet expectations in the CCSS literacy standards (e.g., assessing a student's ability to conduct research using seminal historical documents).

Source

Commercial Customizable Item Bank

Approach

Buying (commercial tool)

Designed to Measure Growth

Yes

Traditional Assessment

☐ Traditional End-of-Grade Assessment

☐ Traditional End-of-Course Assessment

✓ Selected Response

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✓ Other: Interim or Benchmark

Non-Traditional Assessment

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History-Social Science — HS

Contemporary World Issues

Assessment

Hudson High School Portfolio Assessment for English Language Arts and Social Studies

Description

Designed to be a measure of student growth over time in high school ELA and social science courses. Student selects work samples to include and uploads them to electronic site. Includes guiding questions for students and scoring criteria. Scoring rubric for portfolio that can be adapted for use in all high school ELA and social science courses. Generalized grading criteria for a portfolio. Could be aligned to a number of CCOs, depending on specification of assignments.

Source

Open Source Items, Activities, Forms

Approach

Borrowing (full measure)

Designed to Measure Growth

Yes

Traditional Assessment

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Economics
**History-Social Science — HS**

**Assessment**

Galileo Benchmark and Formative Assessment System—Assessment Technology Incorporated

**Economics**

**Description**

Customized benchmark assessments developed from secure item bank. State or district can submit standards and ATI builds tests to match. Typically includes 5 items for 8 standards to create 40-item tests. Vertical scale supports interpretations about growth. Pilot project in seven Commonwealth districts suggested strong linkage to curriculum frameworks in two content areas. Item bank may provide reading passages and associated items of sufficient rigor to meet expectations in the CCSS literacy standards (e.g., assessing a student's ability to conduct research using seminal historical documents).

**Source**

Commercial Customizable Item Bank

**Approach**

Buying (commercial tool)

**Designed to Measure Growth**

Yes

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History-Social Science — HS

Assessment

Hudson High School Portfolio Assessment for English Language Arts and Social Studies

Description

Designed to be a measure of student growth over time in high school ELA and social science courses. Student selects work samples to include and uploads them to electronic site. Includes guiding questions for students and scoring criteria. Scoring rubric for portfolio that can be adapted for use in all high school ELA and social science courses. Generalized grading criteria for a portfolio. Could be aligned to a number of CCOs, depending on specification of assignments.

Source

Open Source Items, Activities, Forms

Approach

Borrowing (full measure)

Designed to Measure Growth

Yes

Traditional Assessment

☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☐ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other:

Non-Traditional Assessment

☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring

☐ Paper/Pencil
☐ Computer Supported
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☐ Machine Scored
☐ Scored Locally
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History-Social Science — HS

Assessment
National Assessment of Educational Progress (NAEP)

Economics

Description
Framework for economics and sample items that may provide assessment ideas. Assessment developed by economics educators, economists, policymakers, and representatives of business and finance. Test appears to intentionally avoid certain economic concepts such as oligopoly and marginal benefits/costs. Items aligned to many CCOs. Caution: NAEP is not intended to serve as a measure of an individual student's achievement or growth. Also specifically for students in grade 12.

Source
Released Items

Approach
Building (parts only)

Designed to Measure Growth
No

Traditional Assessment

- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Other: National or International Assessment

Non-Traditional Assessment

- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

Administration/Scoring

- Paper/Pencil
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
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### History-Social Science — HS

**Assessment**

Virginia End-of-Course Assessment

**Economics**

**Publisher Website/Sample**

### Description

Released form, scoring guides, and standards assessed. Test covers both civics and economics. Aligned with CCOs for this course in terms of content, but less so in terms of rigor. Districts interested in building their own customized measures, however, can easily modify to ensure alignment to local curricula.

### Source

Released Items

### Approach

Building (parts only)

### Designed to Measure Growth

No

### Traditional Assessment

- [ ] Traditional End-of-Grade Assessment
- [x] Traditional End-of-Course Assessment
- [ ] Selected Response
- [ ] Short Constructed Response
- [ ] Writing Prompt/Essay
- [ ] Other:

### Non-Traditional Assessment

- [ ] Pre/Post or Repeated Measures
- [ ] Performance Task Rubric
- [ ] Portfolio or Work Sample Rubric
- [ ] Project-Based Rubric
- [ ] Observation Rubric or Checklist
- [ ] Other:

### Administration/Scoring

- [x] Paper/Pencil
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Humanities
History-Social Science — HS

Assessment

A+ Course Assessment–American Education Corporation

Publisher Website/Sample

Description

Commercial curriculum and associated item bank. Linked to two different humanities courses, both focused on philosophical, spiritual, and artistic accomplishments of individuals in literature, religion, the arts, architecture, philosophy, ethic, and the classics. Not clear if assessment system can be purchased without also purchasing the associated online curriculum. Districts may have option of requesting alignment study and only using items desired. Aligned to CCOs focused on analyzing how interpretations of the same event can differ according to individual and cultural perspectives; relating a work of art, work of literature, or historical document to seminal ideas or events; and comparing works of art and literature across artistic domains, historical periods, and cultures.

Source

Commercial Customizable Item Bank

Approach

Buying (commercial tool)

Designed to Measure Growth

No

Traditional Assessment

☐ Traditional End-of-Grade Assessment

☒ Traditional End-of-Course Assessment

☒ Selected Response

☐ Short Constructed Response

☐ Writing Prompt/Essay

☐ Other:

Non-Traditional Assessment

☐ Pre/Post or Repeated Measures

☐ Performance Task Rubric

☐ Portfolio or Work Sample Rubric

☐ Project-Based Rubric

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Administration/Scoring

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History-Social Science — HS

Assessment
Freshman Humanities Course Research Task Scoring Rubric—Evanston Township High School (IL)

Publisher Website/Sample

Description
Generic rubric for scoring research activities that can easily be adapted for a number of tasks in this and other courses. Evaluator recommends adding elements to rubric that directly address topics outlined in the CCOs. This rubric was developed for grade 9 students but is highly adaptable for use at other grades.

Source
Open Source Items, Activities, Forms

Approach
Borrowing (full measure)

Designed to Measure Growth
No

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☐ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other:

Non-Traditional Assessment
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☐ Performance Task Rubric
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**Massachusetts District-Determined Measures**  
*Example Assessments*

**History-Social Science — HS**

**Assessment**

Galileo Benchmark and Formative Assessment System—Assessment Technology Incorporated

**Publisher Website/Sample**

**Description**

Customized benchmark assessments developed from secure item bank. State or district can submit standards and ATI builds tests to match. Typically includes 5 items for 8 standards to create 40-item tests. Vertical scale supports interpretations about growth. Pilot project in seven Commonwealth districts suggested strong linkage to curriculum frameworks in two content areas. Item bank may provide reading passages and associated items of sufficient rigor to meet expectations in the CCSS literacy standards (e.g., assessing a student's ability to conduct research using seminal historical documents).

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**Traditional Assessment**

- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other: Interim or Benchmark

**Non-Traditional Assessment**

- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

**Administration/Scoring**

- Paper/Pencil
- Computer Supported
- Computer Adaptive
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- Scored Locally
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History-Social Science — HS

Hudson High School Portfolio Assessment for English Language Arts and Social Studies

Publisher Website/Sample

Description
Designed to be a measure of student growth over time in high school ELA and social science courses. Student selects work samples to include and uploads them to electronic site. Includes guiding questions for students and scoring criteria. Scoring rubric for portfolio that can be adapted for use in all high school ELA and social science courses. Generalized grading criteria for a portfolio. Could be aligned to a number of CCOs, depending on specification of assignments.

Source
Open Source Items, Activities, Forms

Approach
Borrowing (full measure)

Designed to Measure Growth
Yes

Traditional Assessment
- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other:

Non-Traditional Assessment
- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

Administration/Scoring
- Paper/Pencil
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### History-Social Science — HS

**Humanities Assessment Project**–Metropolitan Community College, Kansas City (MCCKC)

**Description**
Culminating project. Student must respond to this question: Identify and articulate the aesthetic standards used to determine if a piece of music, art, or literature is a masterpiece or classic. Scoring rubric included. Designed to be administered to community college students but is adaptable for use as DDM by districts interested in a project-based option for this course.

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- Writing Prompt/Essay

#### Non-Traditional Assessment
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- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

#### Administration/Scoring
- Paper/Pencil
- Computer Supported
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- Scored Locally
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**History-Social Science — HS**

**Assessment**

Tennessee Fine Arts Growth Measures System

**Publisher Website/Sample**

**Description**

Tennessee rubric is relevant for this course even though it does not fall in the fine arts domain. Suggests strategies for collecting student work samples and portfolio scoring rubric. Students perform, create, respond, or connect. Teachers collect, pre-score, and submit evidence collections in a portfolio using a purposeful sampling process. Scoring conducted by blind-review committee using holistic review of evidence. To ensure validity as measure of growth, evidence must be collected from two points in time; these may be pre-post or post-post. May include student performances, visual artwork, written assessments, individual and group assessments, and project-based work. Very strong option for a wide range of courses for which growth can be demonstrated via a performance activity, portfolio, or project.

**Source**

Open Source Items, Activities, Forms

**Approach**

Borrowing (full measure)

**Designed to Measure Growth**

Yes

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Law Studies
History-Social Science — HS

Assessment
Galileo Benchmark and Formative Assessment System—Assessment Technology Incorporated

Law Studies

Description
Customized benchmark assessments developed from secure item bank. State or district can submit standards and ATI builds tests to match. Typically includes 5 items for 8 standards to create 40-item tests. Vertical scale supports interpretations about growth. Pilot project in seven Commonwealth districts suggested strong linkage to curriculum frameworks in two content areas. Item bank may provide reading passages and associated items of sufficient rigor to meet expectations in the CCSS literacy standards (e.g., assessing a student's ability to conduct research using seminal historical documents).

Source
Commercial Customizable Item Bank

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment

- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other: Interim or Benchmark

Non-Traditional Assessment

- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

Administration/Scoring

- Paper/Pencil
- Computer Supported
- Computer Adaptive
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**History-Social Science — HS**

**Assessment**

Hudson High School Portfolio Assessment for English Language Arts and Social Studies

**Law Studies**

**Publisher Website/Sample**

**Description**

Designed to be a measure of student growth over time in high school ELA and social science courses. Student selects work samples to include and uploads them to electronic site. Includes guiding questions for students and scoring criteria. Scoring rubric for portfolio that can be adapted for use in all high school ELA and social science courses. Generalized grading criteria for a portfolio. Could be aligned to a number of CCOs, depending on specification of assignments.

**Source**

Open Source Items, Activities, Forms

**Approach**

Borrowing (full measure)

**Designed to Measure Growth**

Yes

**Traditional Assessment**

- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay

**Non-Traditional Assessment**

- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
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**Administration/Scoring**

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Massachusetts District-Determined Measures

Example Assessments

Psychology
History-Social Science — HS

Assessment

Galileo Benchmark and Formative Assessment System—Assessment Technology Incorporated

Description

Customized benchmark assessments developed from secure item bank. State or district can submit standards and ATI builds tests to match. Typically includes 5 items for 8 standards to create 40-item tests. Vertical scale supports interpretations about growth. Pilot project in seven Commonwealth districts suggested strong linkage to curriculum frameworks in two content areas. Item bank may provide reading passages and associated items of sufficient rigor to meet expectations in the CCSS literacy standards (e.g., assessing a student's ability to conduct research using seminal historical documents).

Source

Commercial Customizable Item Bank

Approach

Buying (commercial tool)

Designed to Measure Growth

Yes

Traditional Assessment

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Non-Traditional Assessment

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**History-Social Science — HS**

**Assessment**

Hudson High School Portfolio Assessment for English Language Arts and Social Studies

**Publisher Website/Sample**

**Description**

Designed to be a measure of student growth over time in high school ELA and social science courses. Student selects work samples to include and uploads them to electronic site. Includes guiding questions for students and scoring criteria. Scoring rubric for portfolio that can be adapted for use in all high school ELA and social science courses. Generalized grading criteria for a portfolio. Could be aligned to a number of CCOs, depending on specification of assignments.

**Source**

Open Source Items, Activities, Forms

**Approach**

Borrowing (full measure)

**Designed to Measure Growth**

Yes

### Traditional Assessment

- [ ] Traditional End-of-Grade Assessment
- [ ] Traditional End-of-Course Assessment
- [ ] Selected Response
- [ ] Short Constructed Response
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- [ ] Other:

### Non-Traditional Assessment

- [ ] Pre/Post or Repeated Measures
- [ ] Performance Task Rubric
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- [ ] Observation Rubric or Checklist

### Administration/Scoring

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Sociology
History-Social Science — HS

Assessment

Galileo Benchmark and Formative Assessment System—Assessment Technology Incorporated

Publisher Website/Sample

Description

Customized benchmark assessments developed from secure item bank. State or district can submit standards and ATI builds tests to match. Typically includes 5 items for 8 standards to create 40-item tests. Vertical scale supports interpretations about growth. Pilot project in seven Commonwealth districts suggested strong linkage to curriculum frameworks in two content areas. Item bank may provide reading passages and associated items of sufficient rigor to meet expectations in the CCSS literacy standards (e.g., assessing a student's ability to conduct research using seminal historical documents).

Source

Commercial Customizable Item Bank

Approach

Buying (commercial tool)

Designed to Measure Growth

Yes

Traditional Assessment

☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
✓ Selected Response
✓ Short Constructed Response
☐ Writing Prompt/Essay
✓ Other: Interim or Benchmark

Non-Traditional Assessment

☐ Pre/Post or Repeated Measures
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History-Social Science — HS

Hudson High School Portfolio Assessment for English Language Arts and Social Studies

Description
Designed to be a measure of student growth over time in high school ELA and social science courses. Student selects work samples to include and uploads them to electronic site. Includes guiding questions for students and scoring criteria. Scoring rubric for portfolio that can be adapted for use in all high school ELA and social science courses. Generalized grading criteria for a portfolio. Could be aligned to a number of CCOs, depending on specification of assignments.

Source
Open Source Items, Activities, Forms

Approach
Borrowing (full measure)

Designed to Measure Growth
Yes

Traditional Assessment
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U.S. History I
### Massachusetts District-Determined Measures

#### Example Assessments

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#### History-Social Science — HS

**Assessment**

ACT QualityCore End-of-Course Assessments

**U.S. History I**

**Publisher Website/Sample**

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**Description**

Linked to scores on ACT’s EXPLORE and PLAN. Research underway to explore use for growth purposes. Received high ratings for technical quality. Based on limited information, assessment may align to CCOs and to a variety of standards in the framework for this grade. Districts interested in exploring this option, however, will need to request additional information from developer to confirm alignment.

---

**Source**

Commercial Test

**Approach**

Buying (commercial tool)

**Designed to Measure Growth**

No

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History-Social Science — HS

U.S. History I

Assessment
Florida High School U.S. History End-of-Course Assessment

Publisher Website/Sample

Description
Sample items and scoring key for each standard assessed. Includes items from all periods of U.S. history. Developed to align to Florida's Next Generation Standards. Although the items are still being field-tested, sample items provided are rigorous and aligned to the CCOs. May provide districts with assessment ideas.

Source
Released Items

Approach
Building (parts only)

Designed to Measure Growth
No

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☑ Traditional End-of-Course Assessment
☐ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
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**History-Social Science — HS**

**U.S. History I**

**Assessment**

Galileo Benchmark and Formative Assessment System—Assessment Technology Incorporated

**Publisher Website/Sample**

**Description**

Customized benchmark assessments developed from secure item bank. State or district can submit standards and ATI builds tests to match. Typically includes 5 items for 8 standards to create 40-item tests. Vertical scale supports interpretations about growth. Pilot project in seven Commonwealth districts suggested strong linkage to curriculum frameworks in two content areas. Item bank may provide reading passages and associated items of sufficient rigor to meet expectations in the CCSS literacy standards (e.g., assessing a student's ability to conduct research using seminal historical documents).

**Source**

Commercial Customizable Item Bank

**Approach**

Buying (commercial tool)

**Designed to Measure Growth**

Yes

**Traditional Assessment**

- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other: Interim or Benchmark

**Non-Traditional Assessment**

- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

**Administration/Scoring**

- Paper/Pencil
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
- Scored Off-Site

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History-Social Science — HS

Assessment

Hudson High School Portfolio Assessment for English Language Arts and Social Studies

Description

Designed to be a measure of student growth over time in high school ELA and social science courses. Student selects work samples to include and uploads them to electronic site. Includes guiding questions for students and scoring criteria. Scoring rubric for portfolio that can be adapted for use in all high school ELA and social science courses. Generalized grading criteria for a portfolio. Could be aligned to a number of CCOs, depending on specification of assignments.

Source

Open Source Items, Activities, Forms

Approach

Borrowing (full measure)

Yes

Designed to Measure Growth

U.S. History I

Publisher Website/Sample

Source Approach Designed to Measure Growth

Traditional Assessment

☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☐ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other:

Non-Traditional Assessment

☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring

☐ Paper/Pencil
☑ Computer Supported
☐ Computer Adaptive
☐ Machine Scored
☑ Scored Locally
☐ Scored Off-Site

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History-Social Science — HS

U.S. History I

Massachusetts Comprehensive Assessment System (MCAS)

Publisher Website/Sample

Description
Sample questions, scoring guides, and student work from 2007 assessments. Districts interested in building customized assessments using items from this pool will need to ensure alignment to content for U.S. History I course. As these are Massachusetts sample items, they should provide a firm foundation from which to build an assessment for this course.

Source
Released Items

Approach
Building (parts only)

Designed to Measure Growth
No

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☑ Traditional End-of-Course Assessment
☐ Selected Response
☑ Short Constructed Response
☑ Writing Prompt/Essay
☐ Other:

Non-Traditional Assessment
☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring
☑ Paper/Pencil
☐ Computer Supported
☐ Computer Adaptive
☐ Machine Scored
☐ Scored Locally
☐ Scored Off-Site

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History-Social Science — HS

U.S. History I

Assessment

National Assessment of Educational Progress (NAEP)

Description

Framework for U.S. history and sample items that may provide assessment ideas. Items cover content for U.S. History I and II courses. Students are expected to demonstrate reading comprehension, make inferences, critically think, and understand some of history's "big ideas."

Caution: NAEP is not intended to serve as a measure of an individual student's achievement or growth. Also specifically for students in grade 12.

Source

Released Items

Approach

Building (parts only)

Designed to Measure Growth

No

Traditional Assessment

☐ Traditional End-of-Grade Assessment

☐ Traditional End-of-Course Assessment

☑ Selected Response

☑ Short Constructed Response

☐ Writing Prompt/Essay

☑ Other: National or International Assessment

Non-Traditional Assessment

☐ Pre/Post or Repeated Measures

☐ Performance Task Rubric

☐ Portfolio or Work Sample Rubric

☐ Project-Based Rubric

☐ Observation Rubric or Checklist

Administration/Scoring

☑ Paper/Pencil

☐ Computer Supported

☐ Computer Adaptive

☐ Machine Scored

☑ Scored Locally

☐ Scored Off-Site

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Massachusetts District-Determined Measures

Example Assessments

History-Social Science — HS

U.S. History I

Assessment

Tennessee End-of-Course Assessment

Publisher Website/Sample

Description

This end-of-course practice test and answer key covers content for both U.S. History I and II. Items are aligned to many of the CCOs and measure concepts and skills as well as content knowledge. Test measures critical thinking skills through the use of primary sources, timelines, and graphs. One concern is that this is not designed for the two-course configuration, but districts can select those items best suited for each course in their unique contexts.

Source

Released Items

Approach

Building (parts only)

Designed to Measure Growth

No

Traditional Assessment

☐ Traditional End-of-Grade Assessment

☒ Traditional End-of-Course Assessment

☐ Selected Response

☐ Short Constructed Response

☐ Writing Prompt/Essay

☐ Other:

Non-Traditional Assessment

☐ Pre/Post or Repeated Measures

☐ Performance Task Rubric

☐ Portfolio or Work Sample Rubric

☐ Project-Based Rubric

☐ Observation Rubric or Checklist

Administration/Scoring

☑ Paper/Pencil

☐ Computer Supported

☐ Computer Adaptive

☐ Machine Scored

☑ Scored Locally

☐ Scored Off-Site

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History-Social Science — HS

U.S. History I

Assessment
Virginia End-of-Course Assessment

Publisher Website/Sample

Description
Released form, scoring guides, and standards assessed. Measures content specifically from U.S. History I course. Aligned to CCOs, but many of the items lack rigor called for in curriculum framework for this course. Districts interested in building their own customized measures, however, can easily modify to ensure alignment to local curricula.

Source
Released Items

Approach
Building (parts only)

Designed to Measure Growth
No

Traditional Assessment

- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Other:

Non-Traditional Assessment

- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

Administration/Scoring

- Paper/Pencil
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
- Scored Off-Site

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U.S. History II
History-Social Science — HS

U.S. History II

Assessment
ACT QualityCore End-of-Course Assessments

Description
Linked to scores on ACT’s EXPLORE and PLAN. Research underway to explore use for growth purposes. Received high ratings for technical quality. Based on limited information, assessment may align to CCOs and to a variety of standards in the framework for this grade. Districts interested in exploring this option, however, will need to request additional information from developer to confirm alignment.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
No

Traditional Assessment

☐ Traditional End-of-Grade Assessment

☒ Traditional End-of-Course Assessment

☒ Selected Response

☐ Short Constructed Response

☐ Writing Prompt/Essay

☐ Other:

Non-Traditional Assessment

☐ Pre/Post or Repeated Measures

☐ Performance Task Rubric

☐ Portfolio or Work Sample Rubric

☐ Project-Based Rubric

☐ Observation Rubric or Checklist

Administration/Scoring

☐ Paper/Pencil

☒ Computer Supported

☐ Computer Adaptive

☒ Machine Scored

☐ Scored Locally

☐ Scored Off-Site
History-Social Science — HS

U.S. History II

Assessment
Florida High School U.S. History End-of-Course Assessment

Publisher Website/Sample

Description
Sample items and scoring key for each standard assessed. Includes items from all periods of U.S. history. Developed to align to Florida's Next Generation Standards. Although the items are still being field-tested, sample items provided are rigorous and aligned to the CCOs. May provide districts with assessment ideas.

Source
Released Items

Approach
Building (parts only)

Designed to Measure Growth
No

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☑ Traditional End-of-Course Assessment
☐ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other:

Non-Traditional Assessment
☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring
☑ Paper/Pencil
☐ Computer Supported
☐ Computer Adaptive
☐ Machine Scored
☑ Scored Locally
☐ Scored Off-Site

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History-Social Science — HS

Assessment
Galileo Benchmark and Formative Assessment System—Assessment Technology Incorporated

U.S. History II

Description
Customized benchmark assessments developed from secure item bank. State or district can submit standards and ATI builds tests to match. Typically includes 5 items for 8 standards to create 40-item tests. Vertical scale supports interpretations about growth. Pilot project in seven Commonwealth districts suggested strong linkage to curriculum frameworks in two content areas. Item bank may provide reading passages and associated items of sufficient rigor to meet expectations in the CCSS literacy standards (e.g., assessing a student's ability to conduct research using seminal historical documents).

Source
Commercial Customizable Item Bank

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment

- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other: Interim or Benchmark

Non-Traditional Assessment

- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

Administration/Scoring

- Paper/Pencil
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
- Scored Off-Site

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History-Social Science — HS

U.S. History II

Hudson High School Portfolio Assessment for English Language Arts and Social Studies

Description
Designed to be a measure of student growth over time in high school ELA and social science courses. Student selects work samples to include and uploads them to electronic site. Includes guiding questions for students and scoring criteria. Scoring rubric for portfolio that can be adapted for use in all high school ELA and social science courses. Generalized grading criteria for a portfolio. Could be aligned to a number of CCOs, depending on specification of assignments.

Source
Open Source Items, Activities, Forms

Approach
Borrowing (full measure)

Designed to Measure Growth
Yes

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☐ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other:

Non-Traditional Assessment
☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring
☐ Paper/Pencil
☐ Computer Supported
☐ Computer Adaptive
☐ Machine Scored
☐ Scored Locally
☐ Scored Off-Site

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History-Social Science — HS

U.S. History II

Assessment
Massachusetts Comprehensive Assessment System (MCAS)

Publisher Website/Sample

Description
Sample questions, scoring guides, and student work from 2007 assessments. Districts interested in building customized assessments using items from this pool will need to ensure alignment to content for U.S. History II course. As these are Massachusetts sample items, they should provide a firm foundation from which to build an assessment for this course.

Source
Released Items

Approach
Building (parts only)

Designed to Measure Growth
No

Traditional Assessment

☑ Traditional End-of-Course Assessment

☑ Selected Response

☑ Short Constructed Response

☑ Writing Prompt/Essay

☐ Other:

Non-Traditional Assessment

☐ Pre/Post or Repeated Measures

☐ Performance Task Rubric

☐ Portfolio or Work Sample Rubric

☐ Project-Based Rubric

☐ Observation Rubric or Checklist

Administration/Scoring

☑ Paper/Pencil

☐ Computer Supported

☐ Computer Adaptive

☐ Machine Scored

☐ Scored Locally

☐ Scored Off-Site

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History-Social Science — HS

U.S. History II

Assessment

National Assessment of Educational Progress (NAEP)

Publisher Website/Sample

Description

Framework for U.S. history and sample items that may provide assessment ideas. Items cover content for U.S. History I and II courses. Students are expected to demonstrate reading comprehension, make inferences, critically think, and understand some of history's "big ideas." Caution: NAEP is not intended to serve as a measure of an individual student's achievement or growth. Also specifically for students in grade 12.

Source

Released Items

Approach

Building (parts only)

Designed to Measure Growth

No

Traditional Assessment

- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Other: National or International Assessment

Non-Traditional Assessment

- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

Administration/Scoring

- Paper/Pencil
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
- Scored Off-Site

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### History-Social Science — HS

**Assessment**

Tennessee End-of-Course Assessment

**Publisher Website/Sample**

### U.S. History II

#### Description

This end-of-course practice test and answer key covers content for both U.S. History I and II. Items are aligned to many of the CCOs and measure concepts and skills as well as content knowledge. Test measures critical thinking skills through the use of primary sources, timelines, and graphs. One concern is that this is not designed for the two-course configuration, but districts can select those items best suited for each course in their unique contexts.

#### Source

- Released Items

#### Approach

- Building (parts only)

#### Designed to Measure Growth

- No

### Traditional Assessment

- [ ] Traditional End-of-Grade Assessment
- [x] Traditional End-of-Course Assessment
- [x] Selected Response
- [ ] Short Constructed Response
- [ ] Writing Prompt/Essay
- [ ] Other:

### Non-Traditional Assessment

- [ ] Pre/Post or Repeated Measures
- [ ] Performance Task Rubric
- [ ] Portfolio or Work Sample Rubric
- [ ] Project-Based Rubric
- [ ] Observation Rubric or Checklist

### Administration/Scoring

- [x] Paper/Pencil
- [ ] Computer Supported
- [ ] Computer Adaptive
- [ ] Machine Scored
- [x] Scored Locally
- [ ] Scored Off-Site

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## History-Social Science — HS

### Assessment

Virginia End-of-Course Assessment

### U.S. History II

#### Description

Released form, scoring guides, and standards assessed. Measures content specifically from U.S. History II course. Aligned to CCOs, but many of the items lack rigor called for in curriculum framework for this course. Districts interested in building their own customized measures, however, can easily modify to ensure alignment to local curricula.

#### Source

- Released Items

#### Approach

- Building (parts only)

#### Designed to Measure Growth

- No

#### Traditional Assessment

- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other:

#### Non-Traditional Assessment

- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist
- Other:

#### Administration/Scoring

- Paper/Pencil
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
- Scored Off-Site

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History-Social Science — HS

Western Civilization

Assessment

Galileo Benchmark and Formative Assessment System—Assessment Technology Incorporated

Publisher Website/Sample

Description

Customized benchmark assessments developed from secure item bank. State or district can submit standards and ATI builds tests to match. Typically includes 5 items for 8 standards to create 40-item tests. Vertical scale supports interpretations about growth. Pilot project in seven Commonwealth districts suggested strong linkage to curriculum frameworks in two content areas. Item bank may provide reading passages and associated items of sufficient rigor to meet expectations in the CCSS literacy standards (e.g., assessing a student's ability to conduct research using seminal historical documents).

Source

Commercial Customizable Item Bank

Approach

Buying (commercial tool)

Designed to Measure Growth

Yes

Traditional Assessment

☐ Traditional End-of-Grade Assessment

☐ Traditional End-of-Course Assessment

☑ Selected Response

☑ Short Constructed Response

☐ Writing Prompt/Essay

☑ Other: Interim or Benchmark

Non-Traditional Assessment

☑ Pre/Post or Repeated Measures

☐ Performance Task Rubric

☐ Portfolio or Work Sample Rubric

☐ Project-Based Rubric

☐ Observation Rubric or Checklist

Administration/Scoring

☑ Paper/Pencil

☑ Computer Supported

☐ Computer Adaptive

☑ Machine Scored

☑ Scored Locally

☐ Scored Off-Site

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History-Social Science — HS

Western Civilization

Assessment
Hudson High School Portfolio Assessment for English Language Arts and Social Studies

Publisher Website/Sample

Description
Designed to be a measure of student growth over time in high school ELA and social science courses. Student selects work samples to include and uploads them to electronic site. Includes guiding questions for students and scoring criteria. Scoring rubric for portfolio that can be adapted for use in all high school ELA and social science courses. Generalized grading criteria for a portfolio. Could be aligned to a number of CCOs, depending on specification of assignments.

Source
Open Source Items, Activities, Forms

Approach
Borrowing (full measure)

Designed to Measure Growth
Yes

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☐ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other:

Non-Traditional Assessment
☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring
☐ Paper/Pencil
☑ Computer Supported
☐ Computer Adaptive
☐ Machine Scored
☑ Scored Locally
☐ Scored Off-Site

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History-Social Science — HS

Western Civilization

Assessment
Western Civilization Curriculum–Freehold Regional High School District (NJ)

Publisher Website/Sample

Description
Suggested assessment activities, generic rubrics, and content assessed that are likely to be aligned to curriculum framework and may be adaptable to other social science courses. Packet includes rubrics for a presentation, a poster or other display, and an essay. Rubrics are holistic with some analytic elements. Curriculum was a source document for CCO development and addresses all CCOs.

Source
Open Source Items, Activities, Forms

Approach
Building (parts only)

Designed to Measure Growth
No

Traditional Assessment
- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay

Non-Traditional Assessment
- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

Administration/Scoring
- Paper/Pencil
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
- Scored Off-Site

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World Geography
### History-Social Science — HS

**Example Assessments**

**World Geography**

**Galileo Benchmark and Formative Assessment System—Assessment Technology Incorporated**

**Publisher Website/Sample**

#### Description

Customized benchmark assessments developed from secure item bank. State or district can submit standards and ATI builds tests to match. Typically includes 5 items for 8 standards to create 40-item tests. Vertical scale supports interpretations about growth. Pilot project in seven Commonwealth districts suggested strong linkage to curriculum frameworks in two content areas. Item bank may provide reading passages and associated items of sufficient rigor to meet expectations in the CCSS literacy standards (e.g., assessing a student's ability to conduct research using seminal historical documents).

#### Source

- Commercial Customizable Item Bank

#### Approach

- Buying (commercial tool)

#### Designed to Measure Growth

- Yes

#### Traditional Assessment

- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other: Interim or Benchmark

#### Non-Traditional Assessment

- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

#### Administration/Scoring

- Paper/Pencil
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
- Scored Off-Site

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### History-Social Science — HS

**Assessment**

Hudson High School Portfolio Assessment for English Language Arts and Social Studies

- **Publisher Website/Sample**

### Description

Designed to be a measure of student growth over time in high school ELA and social science courses. Student selects work samples to include and uploads them to electronic site. Includes guiding questions for students and scoring criteria. Scoring rubric for portfolio that can be adapted for use in all high school ELA and social science courses. Generalized grading criteria for a portfolio. Could be aligned to a number of CCOs, depending on specification of assignments.

### Source

- Open Source Items, Activities, Forms

### Approach

- Borrowing (full measure)
- Designed to Measure Growth: Yes

### Traditional Assessment

- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other:

### Non-Traditional Assessment

- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

### Administration/Scoring

- Paper/Pencil
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
- Scored Off-Site

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History-Social Science — HS

National Assessment of Educational Progress (NAEP)

World Geography

Description
Framework for geography (not world geography) and sample items that may provide assessment ideas. Framework for this test shows alignment to the National Geographic Standards from which the CCOs were developed. Caution: NAEP is not intended to serve as a measure of an individual student's achievement or growth. Also specifically for students in grade 12.

Source
Released Items

Approach
Building (parts only)

Designed to Measure Growth
No

Traditional Assessment

☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☐ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☑ Other: National or International Assessment

Non-Traditional Assessment

☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring

☐ Paper/Pencil
☐ Computer Supported
☐ Computer Adaptive
☐ Machine Scored
☑ Scored Locally
☐ Scored Off-Site

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**History-Social Science — HS**

**Assessment**

Virginia End-of-Course Assessment

**World Geography**

**Publisher Website/Sample**

**Description**

Released test form, scoring guides, and content assessed. Many of the items are aligned to CCO focused on mapping. Most require recall only and lack rigor associated with curriculum framework for this course. Districts interested in building their own customized measures, however, can easily modify to ensure alignment to local curricula.

**Source**

Released Items

**Approach**

Building (parts only)

**Designed to Measure Growth**

No

### Traditional Assessment

- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other:

### Non-Traditional Assessment

- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

### Administration/Scoring

- Paper/Pencil: Yes
- Computer Supported: No
- Computer Adaptive: No
- Machine Scored: No
- Scored Locally: Yes
- Scored Off-Site: No

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World History I
**History-Social Science — HS**

**World History I**

**Assessment**
California Standards Test (CST)

**Description**
Released items and scoring guides. Aligned to CCOs for World History I and II, and there appear to be enough items in the pool to use for both courses. Items may be most useful if combined with released items from other sources. Endorsed by the Colorado Professional Learning Community.

**Source**
Released Items

**Approach**
Building (parts only)

**Designed to Measure Growth**
No

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### Traditional Assessment
- [x] Traditional End-of-Grade Assessment
- [ ] Traditional End-of-Course Assessment
- [x] Selected Response
- [ ] Short Constructed Response
- [ ] Writing Prompt/Essay
- [ ] Other:

### Non-Traditional Assessment
- [ ] Pre/Post or Repeated Measures
- [ ] Performance Task Rubric
- [ ] Portfolio or Work Sample Rubric
- [ ] Project-Based Rubric
- [ ] Observation Rubric or Checklist

### Administration/Scoring
- [x] Paper/Pencil
- [ ] Computer Supported
- [ ] Computer Adaptive
- [ ] Machine Scored
- [x] Scored Locally
- [ ] Scored Off-Site

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Massachusetts District-Determined Measures

Example Assessments

History-Social Science — HS

Assessment

Galileo Benchmark and Formative Assessment System—Assessment Technology Incorporated

World History I

Publisher Website/Sample

Description

Customized benchmark assessments developed from secure item bank. State or district can submit standards and ATI builds tests to match. Typically includes 5 items for 8 standards to create 40-item tests. Vertical scale supports interpretations about growth. Pilot project in seven Commonwealth districts suggested strong linkage to curriculum frameworks in two content areas. Item bank may provide reading passages and associated items of sufficient rigor to meet expectations in the CCSS literacy standards (e.g., assessing a student's ability to conduct research using seminal historical documents).

Source

Commercial Customizable Item Bank

Approach

Buying (commercial tool)

Designed to Measure Growth

Yes

Traditional Assessment

☑️ Selected Response

☐ Traditional End-of-Grade Assessment

☐ Traditional End-of-Course Assessment

☐ Short Constructed Response

☐ Writing Prompt/Essay

☐ Other: Interim or Benchmark

Non-Traditional Assessment

☐ Pre/Post or Repeated Measures

☐ Performance Task Rubric

☐ Portfolio or Work Sample Rubric

☐ Project-Based Rubric

☐ Observation Rubric or Checklist

Administration/Scoring

☑️ Paper/Pencil

☑️ Computer Supported

☐ Computer Adaptive

☑️ Machine Scored

☑️ Scored Locally

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History-Social Science — HS

Assessment

Hudson High School Portfolio Assessment for English Language Arts and Social Studies

Description

Designed to be a measure of student growth over time in high school ELA and social science courses. Student selects work samples to include and uploads them to electronic site. Includes guiding questions for students and scoring criteria. Scoring rubric for portfolio that can be adapted for use in all high school ELA and social science courses. Generalized grading criteria for a portfolio. Could be aligned to a number of CCOs, depending on specification of assignments.

Source

Open Source Items, Activities, Forms

Approach

Borrowing (full measure)

Designed to Measure Growth

Yes

Traditional Assessment

☐ Traditional End-of-Grade Assessment

☐ Traditional End-of-Course Assessment

☐ Selected Response

☐ Short Constructed Response

☐ Writing Prompt/Essay

☐ Other:

Non-Traditional Assessment

☐ Pre/Post or Repeated Measures

☐ Performance Task Rubric

☐ Portfolio or Work Sample Rubric

☐ Project-Based Rubric

☐ Observation Rubric or Checklist

Administration/Scoring

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Massachusetts District-Determined Measures

Example Assessments

**History-Social Science — HS**

**World History I**

Assessment

State of Texas Assessments of Academic Readiness (STAAR)

**Publisher Website/Sample**

**Description**

Released items and scoring guides. Aligned to some CCOs for World History I and II courses. Items may be useful if used in conjunction with released items from other sources.

**Source**

Released Items

**Approach**

Building (parts only)

**Designed to Measure Growth**

No

**Traditional Assessment**

- Traditional End-of-Grade Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay

**Non-Traditional Assessment**

- Pre/Post or Repeated Measures
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

**Administration/Scoring**

- Paper/Pencil
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist
- Scored Locally

- Other:

- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Off-Site

- Other:

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**Massachusetts District-Determined Measures**  
*Example Assessments*

### History-Social Science — HS

**Assessment**  
Virginia End-of-Course Assessment

**World History I**

**Publisher Website/Sample**

### Description

Released form, scoring guides, and standards assessed. Measures content specifically from World History I course. Aligned to CCOs, but many of the items lack rigor called for in curriculum framework for this course. Districts interested in building their own customized measures, however, can easily modify to ensure alignment to local curricula.

### Source

- Released Items

### Approach

- Building (parts only)

### Designed to Measure Growth

- No

### Traditional Assessment

- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment  
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other:

### Non-Traditional Assessment

- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

### Administration/Scoring

- Paper/Pencil  
- Computer Supported
- Computer Adaptive
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World History II
### History-Social Science — HS

**Assessment**
California Standards Test (CST)

**World History II**

**Publisher Website/Sample**

### Description
Released items and scoring guides. Aligned to CCOs for World History I and II, and there appear to be enough items in the pool to use for both courses. Items may be most useful if combined with released items from other sources. Endorsed by the Colorado Professional Learning Community.

### Source
Released Items

### Approach
Building (parts only)

### Designed to Measure Growth
No

### Traditional Assessment
- [x] Traditional End-of-Grade Assessment
- [ ] Traditional End-of-Course Assessment
- [x] Selected Response
- [ ] Short Constructed Response
- [ ] Writing Prompt/Essay
- [ ] Other:

### Non-Traditional Assessment
- [ ] Pre/Post or Repeated Measures
- [ ] Performance Task Rubric
- [ ] Portfolio or Work Sample Rubric
- [ ] Project-Based Rubric
- [ ] Observation Rubric or Checklist

### Administration/Scoring
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History-Social Science — HS

Assessment
Galileo Benchmark and Formative Assessment System–Assessment Technology Incorporated

Publisher Website/Sample

Description
Customized benchmark assessments developed from secure item bank. State or district can submit standards and ATI builds tests to match. Typically includes 5 items for 8 standards to create 40-item tests. Vertical scale supports interpretations about growth. Pilot project in seven Commonwealth districts suggested strong linkage to curriculum frameworks in two content areas. Item bank may provide reading passages and associated items of sufficient rigor to meet expectations in the CCSS literacy standards (e.g., assessing a student's ability to conduct research using seminal historical documents).

Source
Commercial Customizable Item Bank

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment

☑ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☐ Selected Response
☑ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other: Interim or Benchmark

Non-Traditional Assessment

☑ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring

☐ Paper/Pencil
☑ Computer Supported
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History-Social Science — HS

Assessment
Hudson High School Portfolio Assessment for English Language Arts and Social Studies

Publisher Website/Sample

Description
Designed to be a measure of student growth over time in high school ELA and social science courses. Student selects work samples to include and uploads them to electronic site. Includes guiding questions for students and scoring criteria. Scoring rubric for portfolio that can be adapted for use in all high school ELA and social science courses. Generalized grading criteria for a portfolio. Contains a suggestion for an online solution for students to collect portfolio artifacts for teacher to review. Could be aligned to a number of CCOs, depending on specification of assignments.

Source
Open Source Items, Activities, Forms

Approach
Borrowing (full measure)

Designed to Measure Growth
Yes

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☐ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other:

Non-Traditional Assessment
☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring
☐ Paper/Pencil
☐ Computer Supported
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**History-Social Science — HS**

**World History II**

Assessment

State of Texas Assessments of Academic Readiness (STAAR)

[Publisher Website/Sample](#)

**Description**

Released items and scoring guides. Aligned to some CCOs for World History I and II courses. Items may be useful if used in conjunction with released items from other sources.

<table>
<thead>
<tr>
<th>Source</th>
<th>Approach</th>
<th>Designed to Measure Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Released Items</td>
<td>Building (parts only)</td>
<td>No</td>
</tr>
</tbody>
</table>

### Traditional Assessment

- Traditional End-of-Grade Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay

### Non-Traditional Assessment

- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

### Administration/Scoring

- Paper/Pencil
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Massachusetts District-Determined Measures  
*Example Assessments*

## History-Social Science — HS

**World History II**

### Assessment

U.S. History II Final Exam—Melrose Public Schools

### Description

Final exam submitted by Commonwealth district (Melrose Public Schools). Items, answer key, and scoring rubrics for constructed response items and a performance task focused on document analysis. Assessment developed as a final exam for a U.S. History II course, so it focuses on the United States and its role in the world from World War II. Includes a holistic assessment rubric for short and extended constructed-response items. Instrument uses released items from NY Regents Exam. Please contact the instructor directly to obtain a copy of the secure test form: Bryan Corrigan; email address is bcorrigan@melrose.mec.edu.

### Source

Open Source Items, Activities, Forms

### Approach

Borrowing (full measure)

### Designed to Measure Growth

No

### Traditional Assessment

- [ ] Traditional End-of-Grade Assessment
- [ ] Traditional End-of-Course Assessment
- [ ] Selected Response
- [x] Short Constructed Response
- [x] Writing Prompt/Essay
- [x] Other: Classroom Final Exam

### Non-Traditional Assessment

- [ ] Pre/Post or Repeated Measures
- [x] Performance Task Rubric
- [ ] Portfolio or Work Sample Rubric
- [ ] Project-Based Rubric
- [ ] Observation Rubric or Checklist

### Administration/Scoring

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**Massachusetts District-Determined Measures**

*Example Assessments*

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**History-Social Science — HS**

**Assessment**

Virginia End-of-Course Assessment

**World History II**

**Publisher Website/Sample**

---

**Description**

Released form, scoring guides, and standards assessed. Measures content specifically from World History II course. Aligned to CCOs, but many of the items lack rigor called for in curriculum framework for this course. Districts interested in building their own customized measures, however, can easily modify to ensure alignment to local curricula.

---

**Source**

Released Items

**Approach**

Building (parts only)

**Designed to Measure Growth**

No

---

**Traditional Assessment**

- [ ] Traditional End-of-Grade Assessment
  - [x] Traditional End-of-Course Assessment
  - [x] Selected Response
  - [ ] Short Constructed Response
  - [ ] Writing Prompt/Essay
  - [ ] Other:

**Non-Traditional Assessment**

- [ ] Pre/Post or Repeated Measures
  - [ ] Performance Task Rubric
  - [ ] Portfolio or Work Sample Rubric
  - [ ] Project-Based Rubric
  - [ ] Observation Rubric or Checklist

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