

WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION

Social Studies Item Sampler Grade 4



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OVERVIEW

This document contains samples of test items similar to those on the Wisconsin Forward Social Studies Exam. Each sample test item has been through a rigorous review process by DRC, Wisconsin Educators, and a third party, to ensure alignment with the Wisconsin Academic Standards. These items will not be used on the state assessment and may, therefore, be used in Wisconsin for professional development and student practice. The items in this document illustrate a sample of the content and types of items that students will encounter on the Forward Exam. A Summary Data table in the Appendix section identifies the alignment (standard measured), answer key, depth of knowledge, and annotations for each item.

CONNECTION TO THE STANDARDS

Wisconsin Academic Standards for Social Studies are available on the [DPI webpage](#). Test items require students to prove their knowledge and abilities as stated in the standards.

HOW DO I USE THIS BOOK?

Professional Development

Sample items are useful as educators engage in conversations about what students are expected to know and be able to do to demonstrate proficiency on the state assessments relative to the Wisconsin Academic Standards. Sample items can inform discussions about state and local standards, curriculum, instruction, and assessment.

Improving Instruction

Teachers may use sample items in classroom activities that help students understand how to

- review key vocabulary;
- solve problems;
- determine which answer choices are correct, which are incorrect, and why;
- approach long and/or multistep tasks;
- use good test-taking strategies.

Student Practice

Students may perform better and with less anxiety if they are familiar with the format of the test and with the types of items they will be required to answer. The Forward Exam is an online assessment; students will benefit from the use of the [Online Tools Training](#) in order to work within the system interface to answer items as they will appear on the assessment, as well as utilize the tools available to them in the online system.

Note: A student's score on the practice test cannot be converted to a scale score, used to predict performance on the Forward Exam, or used to make inferences about the student's learning.

Test Preparation

While using the Item Sampler for test preparation, care should be taken that this is done in a balanced manner and one that helps to enhance student knowledge of subject matter as well as test performance. Please note that test preparation is only useful to the extent that it is also teaching content area knowledge and skills. Therefore, the use of this resource for test preparation is of limited value to students due to the narrow opportunity for content learning. It is very important to ensure that teachers are teaching to the curriculum and not to the test, as teaching to the test narrows the focus of instruction to only that content covered by the test.

DEPTH OF KNOWLEDGE



SUBJECT	SUMMARY DEFINITIONS OF DEPTH OF KNOWLEDGE (WEBB'S DOK™)			
	WEBB'S DOK LEVEL 1	WEBB'S DOK LEVEL 2	WEBB'S DOK LEVEL 3	WEBB'S DOK LEVEL 4
Social Studies	<p>Requires students to recall facts (who, what, when, and where), terms, concepts, trends, generalizations, and theories. May require students to recognize or identify specific information contained in maps, charts, tables, graphs, drawings, or other graphics.</p> <p>Examples:</p> <ul style="list-style-type: none"> Recall or recognize an event, map, or document Describe the features of a place or people Identify key figures in a particular context 	<p>Requires students to compare or contrast people, places, events, and concepts; give examples, classify or sort items into meaningful categories; describe, interpret or explain issues and problems, patterns, reasons, causes, effects, significance or impact, relationships, and points of view or processes.</p> <p>Examples:</p> <ul style="list-style-type: none"> Describe the causes/effects of particular events Identify patterns in events or behavior Categorize events or figures into meaningful groupings Convert information from one form into another Explain issues or problems in their own words 	<p>Requires students to draw conclusions, cite evidence, apply concepts to new situations; use concepts to solve problems, analyze similarities and differences in issues and problems; propose and evaluate solutions; recognize and explain misconceptions; make connections and explain main concepts. Requires students to justify their arguments through application and evidence.</p> <p>Examples:</p> <ul style="list-style-type: none"> Analyze how changes have affected people or places Apply concepts in other contexts Form alternate conclusions Propose and evaluate solutions to problems Recognize misconceptions and explain them (in their own words) Make connections across time and place to explain a concept or big idea 	<p>Requires complexity at least at the level of DOK 3 but also an extended time to complete the task. A project that requires extended time but repetitive or lower-DOK tasks is not at Level 4. May require students to connect and relate ideas and concepts within and among content areas. May involve analyzing and synthesizing information from multiple sources; examining and explaining alternative perspectives across a variety of sources; making predictions with evidence as support; planning and developing solutions to problems.</p> <p>Examples:</p> <ul style="list-style-type: none"> Given a situation/problem research, define and describe the situation/problem and provide alternative solutions Describe, define and illustrate common social, historical, or geographical themes and how they interrelate

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ITEM TYPES

The Wisconsin Forward Exam has multiple types of test items. However, because this item sampler is in a format that can be printed, the majority of its items are multiple-choice. In the Forward Exam, there will be a more diverse array of item types, including the ones described below.

Selected-Response (SR) Items

Selected-Response (SR) items are an efficient method for measuring a broad range of content, and can be used to assess a variety of skills. Three types of SR items are used on the online assessments: Multiple-Choice (MC), Enhanced Selected-Response (ESR), and Evidence-Based Selected-Response (EBSR). In all cases, SR items require that a student determines the correct answer(s) to the item posed from a provided list. While it is still possible for a student to perform some work directly related to determining the correct answer, the student is not required to generate the content of the answer when responding to a Selected-Response item. An exception to this requirement is Mathematics Short-Response/Gridded-Response items where students will be required to enter a short alphanumeric response.

Multiple-Choice (MC) Items

Multiple-Choice (MC) items on Wisconsin's assessments have four answer choices, including three distractors and one correct answer. Distractors for Mathematics represent common misconceptions, incorrect logic, incorrect application of an algorithm, computational errors, etc. Distractors for English Language Arts (ELA) are written to represent a common misinterpretation, predisposition, unsound reasoning, casual reading, etc. A correct response to an MC item is worth one raw point. The process skills, directives, and action statements within an MC item also specifically align with the Wisconsin Academic Standards. Multiple-Choice items are present in all grades and are used with all content areas.

Multiple-Choice items can be further defined by being linked to, or independent from, a stimulus source. Items that operate independent of a stimulus are also known as "stand-alone MC." Stand-alone items may still have tables, graphs, or other information used in support of the stem. English Language Arts uses a mixture of MC items linked to a stimulus passage and some that are stand-alone. For Mathematics, all MC items are considered stand-alone.

Enhanced Selected-Response (ESR) Items

The Enhanced Selected-Response (ESR) items are multi-part autoscored items that may consist of varying combinations of Multiple-Choice, Multiple-Response, Gridded-Response, Completion or Short-Answer, and Technology-Enhanced items that explore in greater depth and cognitive complexity the knowledge, skills, and abilities specified by the standards of each content area. Typically, this item type has a common focus and explores authentic problem-solving skills. An example of a Statistics and Probability Mathematics ESR item would utilize a data-table stimulus with Part A using a Technology-Enhanced (TE) graphing tool to create a bar graph of the data presented and Part B asking students to calculate the mean of the data using a Short-Response item.

Two-Part Evidence-Based Selected-Response (EBSR) Items

The Evidence-Based Selected-Response (EBSR) items have two parts and are designed to elicit a response based on what a student has read from a stimulus passage. EBSR items may be linked to a stimulus passage or to a stimulus passage set. There are several variations of two-part EBSR items, but all two-part EBSR items have an Accuracy piece and an Evidence piece.

The Accuracy piece of the item is Part A. Part A of a typical EBSR item will be similar to a standard MC test item. A student analyzes a passage and chooses a single, best (correct) answer from four answer choices. Part B of a typical EBSR item will elicit evidence from the stimulus passage and will require that the student selects one or more correct answers based on the response the student provided to Part A. Part B is also different from Part A in that it may have five or six answer options rather than just four answer options typical of an MC item and more than one option may be correct.

Technology-Enhanced (TE) Items

Technology-Enhanced (TE) item types share the same functional structure as traditional paper and pencil test items; however, the expansive features and functions of a computer-based medium allow for the incorporation of technical enhancements into traditional elements of a test item, such as the item stem, the stimulus (if any), the response area, or a combination of all three. TE items are used in the content areas of ELA, Mathematics, and Science.

Item types such as drag-and-drop, hot spot, and in-line selection of multiple answers from drop-down menus broaden item presentation with engaging, interactive open-ended items.

A wide variety of TE item types will be present on the Wisconsin Forward Exam, including, but not limited to:

- **Clock Input**, where a student is able to add an hour hand and a minute hand to the clock;
- **Angle Draw Input**, where given a base line, the student can represent an angle;
- **Short Input**, where there are many types of short inputs that can be used (The number of characters is usually limited to a relatively small number in order to facilitate auto-scoring. The types of characters allowed can also be limited to text only, numbers only, or a mix. An equation editor can be utilized to assist the student in creating something as basic as a fraction or something more complex. The available symbols and templates in the equation builder can be customized for a testing program. Certain Short Input items can also be used in a paper-based test (PBT) as a Gridded-Response item.);
- **Bar Graph Input**, where students can produce bar graphs with prepopulated titles, labels, and scales, or the system can allow the student to populate them (The number of bars and the color of the bars is predetermined by the system. A reset feature is available that allows the student to start over from the original configuration.);
- **Number Line Input**, where students can create a graph that might involve plotting points only or points and lines (Both solid and open “dots” are available as well as line segments and rays. Number line graphs can have prepopulated titles, labels, and scales or can allow the student to populate them.);
- **Coordinate Graph Input**, which allows for the graphing and labeling of points and lines (Regions, determined by plotted lines, can be shaded. Solid and open “dots” as well as solid and dashed lines are available to the student. Coordinate graphs can have prepopulated titles, labels, and scales or can allow the student to populate them.);
- **Line Plot Input**, which is used as another way to graphically represent data (The basic structure is provided for the student. Certain labeling on the line plot can be done by the student. A reset feature is available that allows the student to start over from the original configuration.);
- **List Input**, a combination of the short input described earlier that allows the student to add input boxes (For example, it can be used for describing the steps in a process without revealing to the student the number of steps needed. The added input boxes can be rearranged and/or deleted.);
- **Drag-and-Drop Input**, a wide variety of ways are available to utilize a drag-and-drop input (The main difference between it and a drag-and-paste is that each draggable entity can be used only once with a drag-and-drop input. A reset feature is available that allows the student to start over from the original configuration.);

- **Drag-and-Paste Input**, a wide variety of ways are available to utilize drag-and-paste input (The main difference between it and a drag-and-drop is that each draggable entity can be used more than once with a drag-and-paste input. A reset feature is available that allows the student to start over from the original configuration.);
- **Drop-Down List Input**, allows for the creation of a situation where a great deal of information about a student’s grasp of a concept can be determined with a single item (Students can be asked to choose from three function types, four number of real zero responses, and two inverse function responses. For one function alone, this provides 24 possible answer combinations. With the three functions, a considerable amount of information can be gained, making this almost an open-ended item type.);
- **Pictograph using Drag-and-Paste**, actually another example of drag-and-paste, but is worth mentioning on its own as it is a type of graphing often used at lower grade levels;
- **Circle Graph**, a graph that allows the student to create and label the “wedges” that represent the data (Circle graphs can have a prepopulated title or can allow the student to populate it. The color of the “wedges” is predetermined by the system.);
- **Matching**, allows for the use of text or graphics as the matching objects (The student clicks on one object and then clicks on a second object to connect them.);
- **Highlighting Text**, allows for designated text to be highlighted in a word, phrase, sentence, or paragraph; and the
- **Graphic Modification Hot Spot**, allows for one image to replace another image when a hot spot is clicked.

Text-Dependent Analysis (TDA) Items

The English Language Arts (ELA) section of the Forward Exam presents students with a Text-Dependent Analysis (TDA) item. A TDA is a text-based analysis based on a single passage or a multiple passage set that each student has read during the assessment. The passage or passage set will consist of either literary or informational text. In order to successfully answer a TDA, students must analyze and use information from the passage(s) to plan a comprehensive, holistic response. Students will then write their response including supporting evidence from the passage(s). Students will have up to 5,000 characters to formulate their response. Students’ responses are scored using a rubric that takes into account both the composition and the conventions of the student’s writing.

The TDA portion of the Forward Exam requires students to read the text and then respond in writing in one of two ways:

- identifying and explaining a theme or central idea, using textual evidence to support the claim about what that theme or central idea is, or
- analyzing the development of an event, character, central ideas, or theme, using textual evidence to support the explanation and analysis.

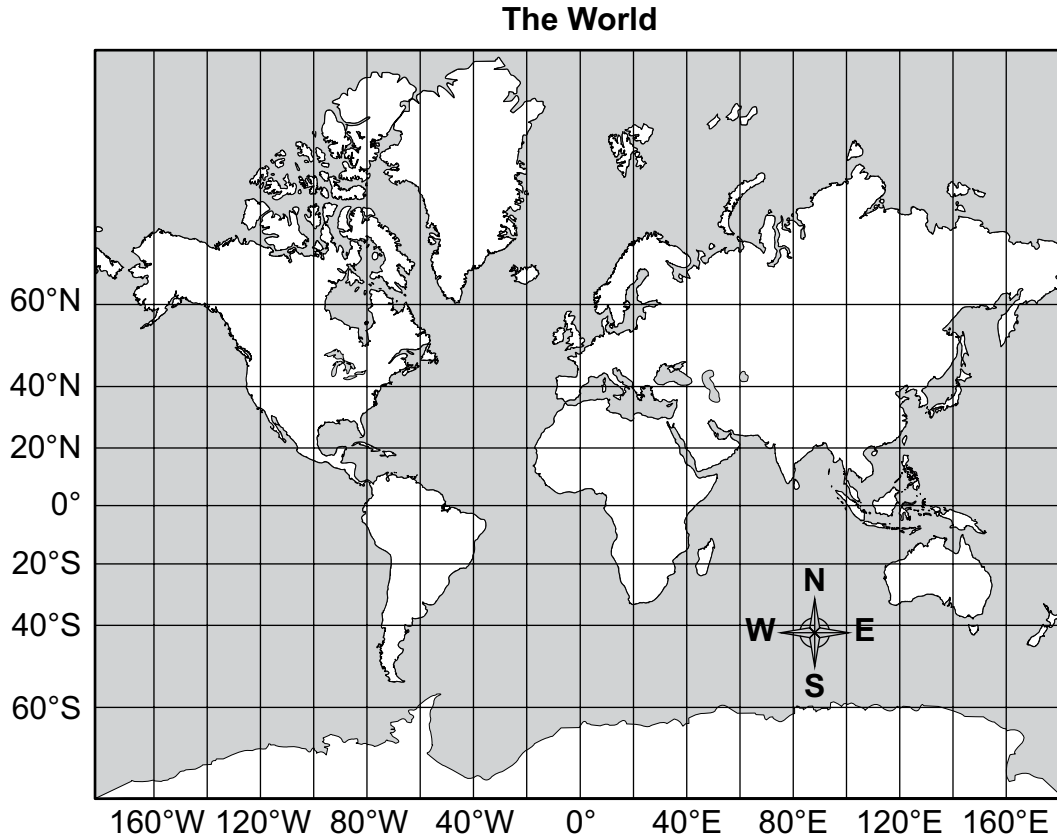
TDA Item Samplers are available at <https://dpi.wi.gov/assessment/forward/sample-items>.



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Answer the items.

1. Look at the map.



The equator is the name given to the line of latitude at 0°. Which continent does the equator pass through?

- A. Australia
- B. Europe
- C. North America
- D. South America

Go on to the next page.

2. All citizens of the United States are expected to participate in government by
- A. going to work.
 - B. voting in elections.
 - C. treating people fairly.
 - D. respecting people's rights.
3. William Clark and Meriwether Lewis led an expedition for President Thomas Jefferson after the United States purchased land west of the Mississippi River. Jefferson wanted to know more about the West. The information in the box is an adapted version of a journal entry written by William Clark in 1804.

The prairies come within a short distance of the river on each side. The prairies contain plums, raspberries, large amounts of wild apples, and a number of deer. We camped on an island situated on the south side of the river opposite some larger than normal hills. The hills were about 160 or 180 feet high.

—William Clark, Monday, June 25, 1804

Based on the information in the box, what information did President Jefferson most likely want to learn from Lewis and Clark's exploration?

- A. places to visit while traveling west
- B. landforms of the western territories
- C. people to see when returning home
- D. backgrounds of expedition members

Go on to the next page.

4. Read the information in the box. It is based on part of the Declaration of Independence.

We believe that all people are created equal. People have rights that are given by God. Some of these rights are life, liberty, and the search for happiness. People create governments to protect rights, but when government fails to protect these rights, the people have the right to change or get rid of the government and to create a new government.

—based on the Declaration of Independence

According to the information in the box, what is the main purpose of the Declaration of Independence?

- A. to guarantee religious freedom in the new nation
 - B. to describe how leaders are selected in the new nation
 - C. to demand more power from the government of Great Britain
 - D. to explain why the colonies want to separate from Great Britain
5. People in a community recycle their plastic bottles. How does this action help both the people of the community and the environment?
- A. It keeps plastic out of waterways.
 - B. It provides jobs at plastics factories.
 - C. It helps businesses sell more products.
 - D. It helps businesses lower production costs.

Go on to the next page.

6. Write the name of the technology in the box that describes the way this technology has changed the way people live.

Changes in Energy Use	Changes in Communication	Changes in Transportation

Internet

airplane

telephone

light bulb

automobile

air conditioning

7. Which scenario is an example of the media affecting someone's choices?
- A. Daniel asks a relative to suggest a good car repair service.
 - B. Erin tells a friend about a news story she saw on television.
 - C. Josh reads a newspaper every morning before going to work.
 - D. Jenny buys a new product after hearing a radio advertisement.

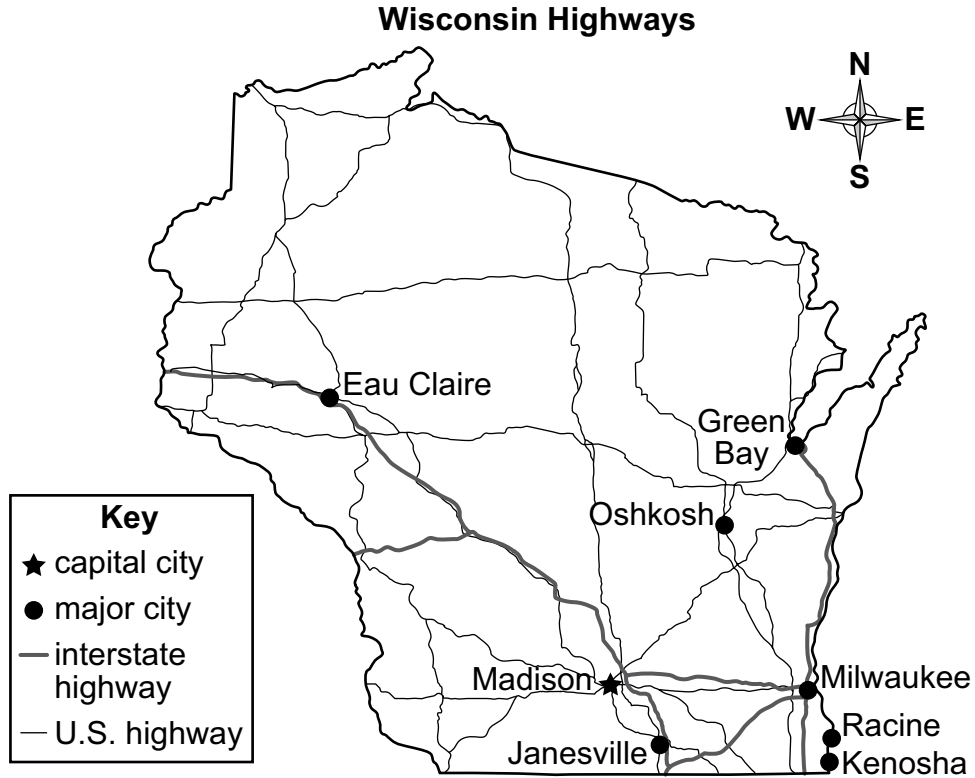
STOP.





Answer the items.

1. Look at the map.



This map of Wisconsin would be most helpful for

- A. planning a trip in the state.
- B. planning a day hike in the state.
- C. locating historical sites in the state.
- D. identifying natural resources in the state.

Go on to the next page.

2. Which action would probably cause the most change to the environment?
- A. swimming in a stream
 - B. building a dam on a river
 - C. removing trash from a park
 - D. planting a garden in a backyard

3. Read the definition in the box.

opportunity cost: the value of what is given up when making an economic choice

Ben has \$10.00. He is planning to use the money to buy a new hat. Some of Ben's friends ask him to go to a movie with them. What is Ben's opportunity cost if he uses the money for the new hat instead of going to the movie?

- A. the price of the new hat
- B. shopping for the new hat
- C. the price of the movie ticket
- D. seeing the movie with friends

Go on to the next page.

4. The scientific knowledge that the sun contains energy has led to which of these?
- A. little rainfall in deserts
 - B. solar heating for homes
 - C. steam power for railroads
 - D. warmer temperatures at the equator
5. Read the scenario in the box.

A storm damaged Oakton's city park. Many trees fell on the park's walking trails and buildings. The city did not have enough money to repair the damage. A group of Oakton citizens wanted to help. The group contacted individuals and businesses on the Internet. Volunteers from schools, clubs, and service organizations spent several weekends working to repair the park's buildings and clean up the walking trails.

What does the scenario most show?

- A. how people can cooperate to solve problems
- B. how the media can affect how people behave
- C. how families work together to meet basic needs
- D. how governments provide services for a community

Go on to the next page.

SOCIAL STUDIES ITEMS—SESSION 2

6. Some inventions in transportation and communication have greatly changed Americans' lives. Match each invention to one effect by drawing a line from the invention to its effect.

automobile

increased ability to
communicate with
others around the world

computer

increased ability to
transport people
and things

radio

increased ability to
deliver information
and news





SUMMARY DATA

Grade 4

Sample Number	Alignment	Answer Key	Depth of Knowledge	Annotations
Session 1				
1	A.4.1	D	2	Students will use a world map with latitude and longitude to identify locations. Option D is the correct response. The equator passes through South America. Options A, B, and C are incorrect. The equator does not pass through Australia, Europe, or North America.
2	C.4.5	B	2	Students will identify a responsibility of U.S. citizens. Option B is the correct response. All citizens in the United States are expected to participate in government by voting in elections. Option A describes an activity that most citizens in the United States do, but it is not necessarily a way to participate in government. Options C and D are responsibilities of all citizens of the United States, but they are not examples of how citizens participate in government.
3	B.4.3	B	3	Students will use information adapted from a primary source to make a prediction. Option B is the correct response. The journal entry describes the land in the territory explored by Lewis and Clark. Option A describes information that may be identified after the completion of the expedition, but does not describe information that President Jefferson most likely wanted. Options C and D are related to the expedition but they do not describe what Jefferson hoped to learn.
4	C.4.2	D	3	Students will use an adaptation of a primary source to draw a conclusion. Option D is the correct response. The Declaration of Independence was written to explain why the colonies wanted to separate from Great Britain. Options A, B, and C all describe features of other founding documents of the United States.

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Sample Number	Alignment	Answer Key	Depth of Knowledge	Annotations
5	D.4.7	A	2	Students will identify the benefits of an economic decision. Option A is the correct response. Keeping plastic out of waterways helps both people and the environment. Option B describes a benefit of recycling that helps people but not necessarily the environment. Option C could be an effect, but it will only benefit the business that sells more products. Option D could also be an effect but it would only benefit the businesses that can lower production costs.
6	B.4.8		2	Students will categorize technology to describe how the technology changed the way people live. The light bulb and air conditioning are changes in energy use. The telephone and the Internet are changes in communication. The airplane and the automobile are changes in transportation.
7	E.4.10	D	2	Students will identify a way the media can affect decisions. Option D is the correct response. A consumer making a purchase based on an advertisement is an example of the media affecting someone's choices. Options B and C are incorrect because they describe people interacting with the media, not how the media affected their choices. Option A is incorrect because it describes how word of mouth, not the media, affects choices.

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Sample Number	Alignment	Answer Key	Depth of Knowledge	Annotations
Session 2				
1	A.4.5	A	2	Students will use a map to gather information. Option A is the correct response. The map shows cities and highways and would best be used to plan a trip within the state. Options B, C, and D are incorrect because they describe information that cannot be found on this map.
2	A.4.9	B	2	Students will identify an action that would lead to a change in the environment. Option B is the correct response. Building a dam would most change the environment by changing how a river flows. Option A describes an action that has someone interacting with the environment. Options C and D describe actions that would make a temporary change to the environment.
3	D.4.2	D	2	Students will identify the opportunity cost of a decision. Option D is the correct response. The opportunity cost is what Ben gives up. Ben decided to buy a new hat, so he gave up the opportunity to see a movie with friends. Options A, B, and C all describe activities related to the decision, but they are not what Ben gave up when he purchased the hat.
4	A.4.9	B	2	Students will identify an event that has occurred based on scientific discovery. Option B is the correct response. Learning that the sun has energy has led to using the power of the sun to heat homes. Options A and D are incorrect because this knowledge was not gained through learning the sun contains energy. Option C is incorrect because it describes a type of energy that is not related to the sun.

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Sample Number	Alignment	Answer Key	Depth of Knowledge	Annotations
5	E.4.15	A	2	Students must identify what is described in a scenario. Option A is the correct response. The passage describes how people worked together to clean up their park after a storm. Options B, C, and D are incorrect because the scenario does not describe the effects of media, families meeting needs, or actions the government takes to provide services to a community.
6	B.4.8		2	Students will identify effects of some inventions. The automobile increased the ability to transport people and things. The computer increased the ability to communicate with others around the world. The radio increased the ability to deliver information and news.

Social Studies Item Sampler Grade 4

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