Tennessee Comprehensive Assessment Program

TCAP

Grade 6 Social Studies Alternate Assessment TCAP-ALT Item Sampler

Prepared by edCount, LLC

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TN Department of Education

Contents

Purpose

The Tennessee Comprehensive Assessment Program Alternate Assessment (TCAP-Alt) Item Sampler provides educators, parents, and other stakeholders information about the structure of the grade 6 Social Studies TCAP-Alt items. It highlights the features of the items designed specifically for students with significant cognitive disabilities.

The item sampler illustrates how the items assess Alternate Assessment Targets (AATs) which are key ideas of and aligned to the grade-level Tennessee Academic Standards. The AATs 1) are based on grade-level topics and academic content; 2) allow students of varying degrees of understanding to demonstrate what they know and can do at each grade level; and 3) are accessible to a full range of students with varying characteristics. A few items assess Underlying Concepts (UCs), entry-level knowledge and skills that build toward a more complex understanding of the AATs.

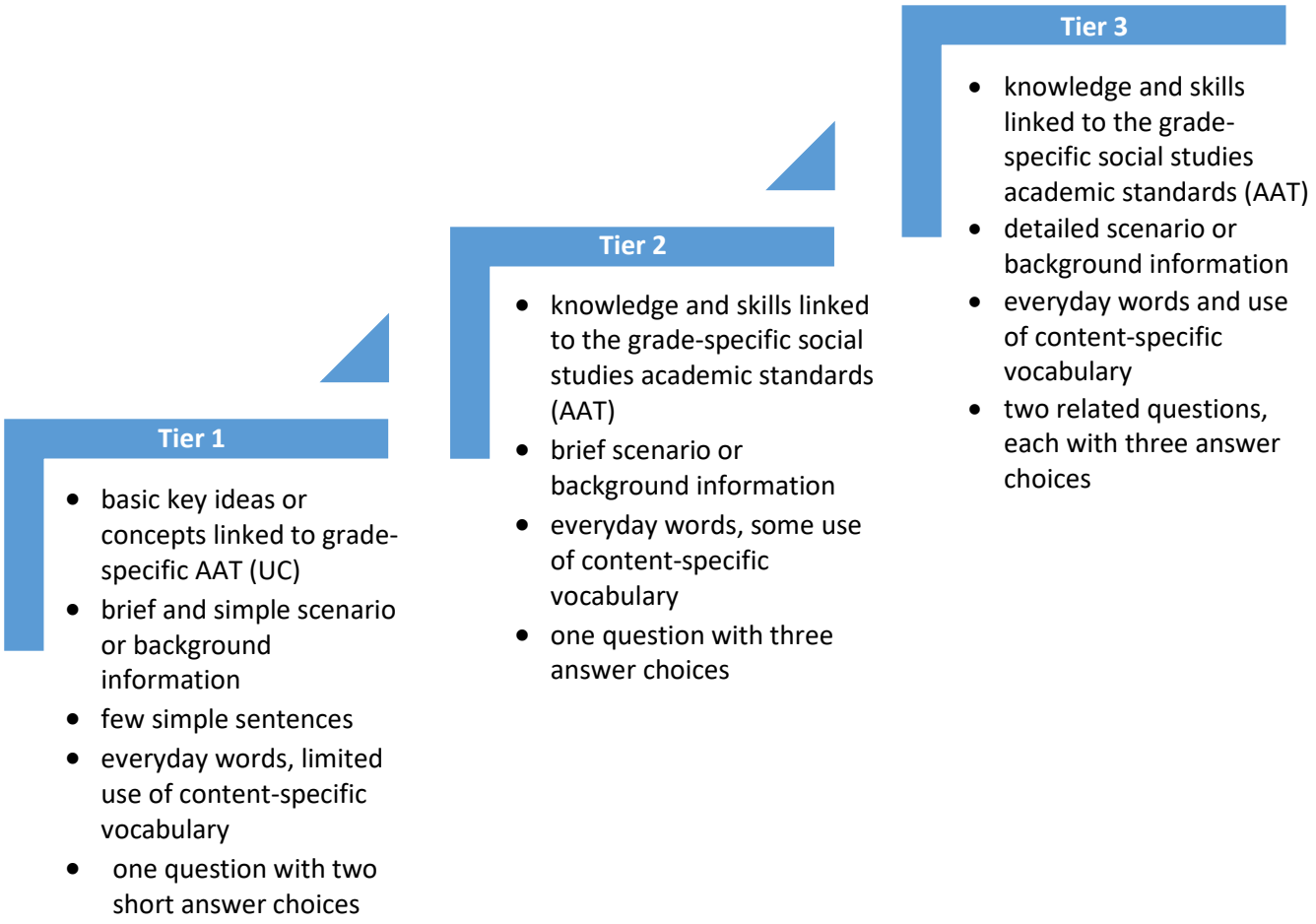
Assessment Design

The TCAP-Alt includes built-in accommodations that allow for students to respond to the assessment as independently as possible. For example, a variety of accommodations are built into the test design in order to accommodate each student's personal mode of communication (e.g., sign language, eye gaze, augmentative communication devices, etc.). The test administrator reads each test item to the student and records the student's answer choice. The student is provided with Answer Choice Cards and can respond in a variety of ways.

Development of the TCAP-Alt Assessment is intended to capture a range of student performance through two primary item design features: 1) levels of content complexity, and 2) degrees and types of scaffolds and supports. Through these aspects, the assessment design provides opportunities for students to show what they know at varying levels of understanding. An item family is developed to address each AAT that give students an opportunity to show what they know and can do, whether they are just beginning instruction on the content or have already made a lot of progress. An item family includes a range of items across three tiers as described in the **Item Family Chart** on page 4.

Students typically exhibit a range of conceptual understandings within and across the key ideas of social studies. This "pathway" of understanding, achieved during instruction, describes development from a foundational level of knowledge to a more complex conceptual understanding and finally, an ability to transfer academic learning into new situations and new contexts.

Item Family Chart



Each item provides access for all students by including a:

- statement reminding student what the item is about
- description of graphics such as charts, graphs, models, diagrams, and maps

Sample Grade 6 Social Studies Assessment Items

Category:	Ancient India: c. 2500-400 BCE
Standard Text:	Identify the long-lasting intellectual traditions that emerged during the late empire of ancient India, including: medical education, medical techniques, and mathematics (e.g., Hindu-Arabic numerals).
AAT/UC:	Recognize an important use of medicine or mathematics in today's world.
Correct Answer:	A **Tier:** 1

Student Copy*

This is about math.

Math is important. People use math to measure when they are cooking.

How do people use math when they cook?

○ A.

○ B.

*Samples are not to scale.

Directions for Test Administrator Copy*

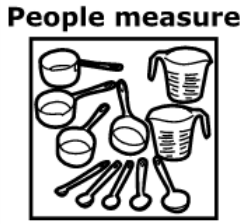
This is about math.

Math is important. People use math to measure when they are cooking.

How do people use math when they cook?

Point to and read each option to the student.

A.



[Point to and read "This is a picture of measuring cups and measuring spoons."]

B.

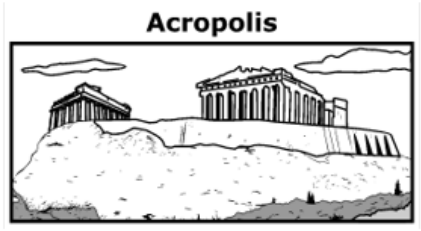
[Point to and read "This is a picture of a list with checks next to two lines."]

Category:	Ancient Greece: c. 800-300 BCE
Standard Text:	Describe the purposes of major Greek architecture, including the Parthenon and the Acropolis.
AAT/UC:	Ability to recognize the purposes of the buildings of the Acropolis (i.e., used for religious ceremonies and festivals).
Correct Answer:	C **Tier:** 2

Student Copy*

This is about the Acropolis.

The Acropolis is an ancient place in Athens. The Acropolis is on a hill. There are many important buildings on the Acropolis. One building is called the Parthenon. The Parthenon is the largest temple in Athens. This temple was used to honor Greek gods.



What is the Parthenon?

- ○ A. a store
- ○ B. a restaurant
- ○ C a temple

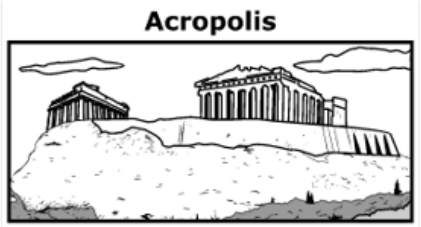
*Samples are not to scale

Directions for Test Administrator Copy*

This is about the Acropolis.

The Acropolis is an ancient place in Athens. The Acropolis is on a hill. There are many important buildings on the Acropolis. One building is called the Parthenon. The Parthenon is the largest temple in Athens. This temple was used to honor Greek gods.

[Point to and read "This is a picture of the Parthenon (point to the Parthenon, a building in the Acropolis in ancient Athens."]



What is the Parthenon?

Point to and read each option to the student.

A. a store

B. a restaurant

C a temple

Category:	Ancient India: c. 2500-400 BCE		
Standard Text:	Identify the long-lasting intellectual traditions that emerged during the late empire of ancient India, including: medical education, medical techniques, and mathematics (e.g., Hindu-Arabic numerals).		
AAT/UC:	Ability to identify advances in mathematics from ancient India that are used in the world today (e.g., the Hindu-Arabic number system; the concept of zero).		
Correct Answer:	C/A	**Tier:**	3

Student Copy*

This is about ancient India.

People in ancient India helped develop a math system. This math system is called the Hindu-Arabic numbers. It is the most common number system used today.

The digits in this system are 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9. An important part of this number system is the idea of zero. This is the idea that there can be nothing.

Which number system is **most** commonly used today?

- A. Egyptian
- B. Roman
- C. Hindu-Arabic

Which number shows the idea that there can be nothing?

- A. 0
- B. 2
- C. 5

Directions for Test Administrator Copy*

This is about ancient India.

People in ancient India helped develop a math system. This math system is called the Hindu-Arabic numbers. It is the most common number system used today.

The digits in this system are 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9. An important part of this number system is the idea of zero. This is the idea that there can be nothing.

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B. Roman

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Which number shows the idea that there can be nothing?

Point to and read each option to the student.

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B. 2

C. 5

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