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</table>
Standard Code: 6.19
Standard Text: Summarize important achievements of Egyptian civilization, including: the agricultural and irrigation systems; the invention of a calendar; main features of the monumental architecture and art, such as the Pyramids and Sphinx at Giza; evolution of writing-hieroglyphics; and the invention of papyrus.

AAT or UC Text: Identify an important use of the calendar in today’s world.

Category: Ancient Civilizations: Mesopotamia, Egypt, India, China, and Israel
Correct Answer: B
This is about the calendar.

A calendar shows the days, weeks, and months that are part of a year. A date is a specific day in a week or a month.

[For all students, point to and read “This is a calendar (point to the calendar). These boxes show the days (point to several of the days).”]

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
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</tr>
</tbody>
</table>
How do people use the calendar?

*Point to and read each option to the student.*

A. to know what time it is  
B. to know when something will happen
This is about Egypt.

People in ancient Egypt invented a calendar. The calendar helped them know when the Nile River was going to flood. It also helped them know when to plant crops and when to harvest crops.

What was the calendar used for in ancient Egypt?

Point to and read each option to the student.

A. to learn how to write
B. to help grow food
C. to buy goods
Item Information

ETS Item Code: TAH01S0319  Content: Social Studies
Item ID: 2135  Grade: 06
DOK Level: 4  Item Type: MP
Level: 3a  Points: 3
Standard Code: 6.19  AAT or UC: AAT

Standard Text: Summarize important achievements of Egyptian civilization, including: the agricultural and irrigation systems; the invention of a calendar; main features of the monumental architecture and art, such as the Pyramids and Sphinx at Giza; evolution of writing-hieroglyphics; and the invention of papyrus.

AAT or UC Text: Identify the importance of achievements of Egyptian civilization (i.e., the invention of a calendar; architecture and arts, such as the Pyramids and Sphinx at Giza; writing-hieroglyphics; and the invention of paper).

Category: Ancient Civilizations: Mesopotamia, Egypt, India, China, and Israel
Correct Answer: A,B,A
This is about Egypt.

Ancient Egypt is important for many reasons. People in ancient Egypt invented a type of writing called hieroglyphics. The writing used pictures and symbols. They also invented a type of paper made from plants. Writing was very difficult, so only a few people learned how to write in ancient Egypt.

Did hieroglyphic writing use pictures?  A. YES  B. NO
Did everyone know how to write in ancient Egypt?  
A. YES  
B. NO

Was paper in ancient Egypt made from plants?  
A. YES  
B. NO
This is about Egypt.

People in ancient Egypt built pyramids. Pyramids were made of large stones. It took many workers and many years to build a pyramid. It was very difficult.

[For all students, point to and read “This is a picture of a pyramid (point to the pyramid).”]
Point to and read each question to the student.

Were pyramids built of stone?  
A. YES  B. NO

Did it take a long time to build a pyramid?  
A. YES  B. NO

Was it easy to build a pyramid?  
A. YES  B. NO
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**Standard Text:**
Describe the development of feudalism and manorialism, its role in the medieval European economy, and the way in which it was influenced by physical geography (the role of the manor and the growth of towns).

**AAT or UC Text:**
Identify a feature of a manor (i.e., the thick impenetrable walls) that provided safety.

**Category:** The Legacy of the Roman Empire and the Middle Ages in Western Europe to the 1500s

**Correct Answer:** A
This is about castles.

During the Middle Ages, a lord lived in a castle on a large area of land. The lord protected the people who lived on his land.

[For all students, point to and read “This is a picture of a castle (point to the castle). The castle has tall stone walls (point to the walls).”]

How could a castle keep people safe when there was danger?

Point to and read each option to the student.

A. The people could stay inside the stone walls.
B. The people could travel to another country.
This is about farming in the Middle Ages.

During the Middle Ages, a lord owned a large area of land. He ruled the peasants who worked on the land.

Most people were peasants. Peasants worked as farmers and had to give most of the crops to the lord. In exchange, the lord would protect the peasants.

Why did the peasants work for a lord?

Point to and read each option to the student.

A. so they could buy land
B. so they could live in a city
C. so they had land to grow food
This is about farming in the Middle Ages.

During the Middle Ages, a lord owned a large area of land. He ruled the peasants who worked on the land.

Most people were peasants. Peasants worked as farmers and had to give most of the crops to the lord. In exchange, the lord would protect the peasants.

Point to and read each question to the student.

Did the lord own a lot of land?  
A. YES  
B. NO

Did the lord receive food from the peasants?  
A. YES  
B. NO

Could peasants sell the land?  
A. YES  
B. NO
This is about farming in the Middle Ages.

During the Middle Ages, a lord owned a large area of land. He ruled the peasants who worked on the land.

Most people were peasants. Peasants worked as farmers and had to give most of the crops to the lord. In exchange, the lord would protect the peasants.

Point to and read each question to the student.

Did peasants work as farmers? A. YES   B. NO

Did peasants own land? A. YES   B. NO

Was the lord the ruler? A. YES   B. NO
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</table>
This is about people.

A group of people is going to do something together. The group is trying to decide whether they want to read books or watch a movie.

How can people help the group decide what to do?

*Point to and read each option to the student.*

A. go outside

B. say what they would like best
This is about the Emancipation Proclamation.

Abraham Lincoln wrote the Emancipation Proclamation during the Civil War. The Emancipation Proclamation freed the slaves in the South. After the war, the slaves in the North were freed also.

When were the slaves in the South freed?

Point to and read each option to the student.

A. before the war
B. during the war
C. after the war
This is about the Emancipation Proclamation.

Abraham Lincoln was the president of the United States during the Civil War. He wrote the Emancipation Proclamation. The Emancipation Proclamation said that all the slaves in the South were now free. It also said that the freed slaves could join the army or navy of the United States.

Abraham Lincoln said the purpose of the war was to make sure that all states remained a part of the United States. However, the Emancipation Proclamation made freeing the slaves another purpose of the war.

Point to and read each question to the student.

Was the Emancipation Proclamation written by Abraham Lincoln? A. YES B. NO
Grade 8 Social Studies ALT Items

Did Abraham Lincoln free the slaves in the South?  
A. YES  B. NO

Was there only one purpose for the war?  
A. YES  B. NO
This is about the Emancipation Proclamation.

Abraham Lincoln was the president of the United States during the Civil War. He wrote the Emancipation Proclamation. The Emancipation Proclamation said that all the slaves in the South were now free. It also said that the freed slaves could join the army or navy of the United States.

Abraham Lincoln said the purpose of the war was to make sure that all states remained a part of the United States. However, the Emancipation Proclamation made freeing the slaves another purpose of the war.

Did the Emancipation Proclamation let freed slaves join the army?  

A. YES  
B. NO
Did Abraham Lincoln want states to remain a part of the United States?
A. YES  B. NO

Did the Emancipation Proclamation free the slaves in the North?
A. YES  B. NO
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</table>
This is about maps.

Maps use symbols to show information. A map legend tells you what the symbols mean. This is the symbol for a mountain.

Mountain

Which picture is a map legend?

<table>
<thead>
<tr>
<th>Key</th>
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<tbody>
<tr>
<td>🌳 Tree</td>
</tr>
<tr>
<td>⤴ Road</td>
</tr>
<tr>
<td>🏫 School</td>
</tr>
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</table>

A.

B.
This is about a map.

A compass rose is a symbol that shows directions on a map.
Use the compass rose to help answer the question.

This is Nashville. Which direction should I move my finger to get to Johnson City?

A. north
B. east
C. south
This is about finding cities on a map.

**Nebraska**

![Map of Nebraska with cities: Harrisburg, Columbus, Beatrice, Fremont](map.png)

Use the compass rose to describe the location of each city.

This is Beatrice. This is Harrisburg. Is Harrisburg to the south?  

A. YES  

B. NO
This is Fremont. This is Columbus. Is Columbus to the west?  
A. YES  B. NO

This is Harrisburg. This is Fremont. Is Fremont to the north?  
A. YES  B. NO
This is about finding cities on a map.

Pennsylvania

Use the compass rose to describe the location of each city.
This is Pittsburgh. This is Erie. Is Erie to the north? A. YES  B. NO

This is Pittsburgh. This is Allentown. Is Allentown to the east? A. YES  B. NO

This is Pittsburgh. This is Chester. Is Chester to the west? A. YES  B. NO
This is about maps.

Maps use symbols to show information. A map legend tells you what the symbols mean. This is the symbol for a mountain.

*Point to this symbol.*

Mountain

Which picture is a map legend?

*Point to and read each option to the student.*

*Point to and read “Here are three symbols. This is the symbol for a tree (point to the tree). This is the symbol for a road (point to the road). This is the symbol for a school (point to the school).”*
[Point to and read “This is a picture of a car.”]
### Item Information

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<tr>
<td>AAT or UC Text:</td>
<td>Identify the relative position of two major cities or countries to each other using a compass rose (e.g., east, west, north, or south of the other).</td>
<td></td>
</tr>
<tr>
<td>Category:</td>
<td>Geography</td>
<td></td>
</tr>
<tr>
<td>Correct Answer:</td>
<td>B</td>
<td></td>
</tr>
</tbody>
</table>
This is about a map.

A compass rose is a symbol that shows directions on a map.

[Point to and read “This is a compass rose (point to the compass rose). N stands for north (point to the N). E stands for east (point to the E). S stands for south (point to the S). W stands for west (point to the W).”]

[Point to and read “This is a map of Tennessee. This is the city of Nashville (point to Nashville). This is the city of Johnson City (point to Johnson City). This is a compass rose (point to the compass rose).”]
Use the compass rose to help answer the question.

*Point to Nashville.*

This is Nashville. Which direction should I move my finger to get to Johnson City?

*Point to and read each option to the student.*

A. north  
B. east  
C. south
This is about finding cities on a map.

[Point to and read “This is a map of Nebraska (point to the map). This is the city of Harrisburg (point to Harrisburg). This is the city of Columbus (point to Columbus). This is the city of Fremont (point to Fremont). This is the city of Beatrice (point to Beatrice). This is a compass rose (point to the compass rose). A compass rose shows directions on a map.”]
Use the compass rose to describe the location of each city.

Point to and read each question to the student.

Point to Beatrice and then Harrisburg as you read each name.

This is Beatrice. This is Harrisburg. Is Harrisburg to the south? A. YES B. NO

Point to Fremont and then Columbus as you read each name.

This is Fremont. This is Columbus. Is Columbus to the west? A. YES B. NO

Point to Harrisburg and then Fremont as you read each name.

This is Harrisburg. This is Fremont. Is Fremont to the north? A. YES B. NO
Item Information

ETS Item Code: TAH01S0052  
Item ID: 2008  
DOK Level: 4  
Level: 3b  
Standard Code: 3.3  
Standard Text: Use cardinal directions, map scales, legends, titles, and longitude and latitude to locate major cities and countries in the world.

Grade: 03  
Item Type: MP  
Points: 3  
AAT or UC: AAT

AAT or UC Text: Identify the relative position of two major cities or countries to each other using a compass rose (e.g., east, west, north, or south of the other).

Category: Geography  
Correct Answer: A,A,B
This is about finding cities on a map.

[Point to and read “This is a map of Pennsylvania (point to the map). This is the city of Erie (point to Erie). This is the city of Pittsburgh (point to Pittsburgh). This is the city of Allentown (point to Allentown). This is the city of Chester (point to Chester). This is a compass rose (point to the compass rose). A compass rose shows directions on a map.”]
Use the compass rose to describe the location of each city.

Point to and read each question to the student.

Point to Pittsburgh and then Erie as you read each name.

This is Pittsburgh. This is Erie. Is Erie to the north?  
A. YES  
B. NO

Point to Pittsburgh and then Allentown as you read each name.

This is Pittsburgh. This is Allentown. Is Allentown to the east?  
A. YES  
B. NO

Point to Pittsburgh and then Chester as you read each name.

This is Pittsburgh. This is Chester. Is Chester to the west?  
A. YES  
B. NO
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# Metadata Interpretation Guide – ALT Science and Social Studies

## ITEM INFORMATION

| ETS Item Code: | TAS01S0477 | Category: | Biodiversity and Change |
| Item ID: | 1273 | Correct Answer: | B |
| DOK Level: | 2 | Content: | Science |
| Level: | 1 | Grade: | 10 |
| Standard Code: | 3210.5.1 | Item Type: | SR |
| Standard Text: | Compare and contrast the structural, functional, and behavioral adaptations of animals or plants found in different environments. | Points: | 1 |
| AAT or UC Text: | Compare physical characteristics of animals advantageous for survival in their environments. | AAT or UC: | UC |

## METADATA DEFINITIONS

| ETS Item Code: | Unique letter/number code used to identify the item. |
| Item ID: | Unique number code the vendor uses to identify the item internally. |
| Correct Answer: | Correct answer. For multi part items correct answers are listed in order, separated by a comma. |
| DOK Level: | Depth of Knowledge (cognitive complexity) is measured on the following scale: 2 = Memorize/Recall, 3 = Performance, 4 = Comprehension. |
| Content: | Subject. |
| Level: | Tier, on the following scale: 1 = SR item with two options, lower complexity; 2 = SR item with three options, moderate complexity; 3 = MP item includes 3 questions with two answer options each, higher complexity. |
| Grade: | Grade level. |
| Standard Code: | Primary educational standard assessed. |
| Item Type: | SR for single response multiple choice item, MP for multiple part multiple choice items. |
| Standard Text: | Text of the educational standard assessed. |
| Points: | Maximum points possible for this item. |
| AAT or UC Text: | Text of the Alternate Assessment Target or Underlying concept |
| AAT or UC: | Alternate Assessment Target or Underlying Concept. |
This is about moving to a new place.

People have to learn many things when they move to a new place.

What is one important thing to learn?

A. where my house is
B. how to plant flowers

**Flowers**
This is about people who moved to a new place.

Long ago, people came to live in America. Many people came to America because they were not happy when they lived in Europe.

Why did some people come to America?

A. to read a book
B. to have a better life
C. to plant a flower
This is about colonists.

Long ago, people left Europe and came to America. They were called colonists.

In Europe, some people did not have jobs. Other people wanted more money. Some people wanted to go to a different church.

Did some colonists want to find jobs?  A. YES  B. NO

Did colonists come to America to wash clothes?  A. YES  B. NO

Did some colonists want to make money?  A. YES  B. NO
This is about colonists.

Long ago, people left Europe and came to America. They were called colonists.

In Europe, some people did not have jobs. Other people wanted more money. Some people wanted to go to a different church.

Did some colonists want to go to church? A. YES B. NO

Did some colonists want to become rich? A. YES B. NO

Did colonists want to live in Europe? A. YES B. NO
This is about moving to a new place.

People have to learn many things when they move to a new place.

What is one important thing to learn?

*Point to and read each option to the student.*
A. where my house is

[Point to and read “This is a picture of a house (point to the house).”]

House

B. how to plant flowers

[Point to and read “This is a picture of some flowers (point to the flowers).”]

Flowers
This is about people who moved to a new place.

Long ago, people came to live in America. Many people came to America because they were not happy when they lived in Europe.

Why did some people come to America?

Point to and read each option to the student.

A. to read a book
B. to have a better life
C. to plant a flower
This is about colonists.

Long ago, people left Europe and came to America. They were called colonists.

In Europe, some people did not have jobs. Other people wanted more money. Some people wanted to go to a different church.

*Point to and read each question to the student.*

Did some colonists want to find jobs?  
A. YES  
B. NO

Did colonists come to America to wash clothes?  
A. YES  
B. NO

Did some colonists want to make money?  
A. YES  
B. NO
This is about colonists.

Long ago, people left Europe and came to America. They were called colonists.

In Europe, some people did not have jobs. Other people wanted more money. Some people wanted to go to a different church.

*Point to and read each question to the student.*

Did some colonists want to go to church?  
A. YES  
B. NO

Did some colonists want to become rich?  
A. YES  
B. NO

Did colonists want to live in Europe?  
A. YES  
B. NO
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## ITEM INFORMATION

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<thead>
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<th>Category:</th>
<th>Biodiversity and Change</th>
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<td>DOK Level:</td>
<td>2</td>
<td>Content:</td>
<td>Science</td>
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<tr>
<td>Level:</td>
<td>1</td>
<td>Grade:</td>
<td>10</td>
</tr>
<tr>
<td>Standard Code:</td>
<td>3210.5.1</td>
<td>Item Type:</td>
<td>SR</td>
</tr>
<tr>
<td>Standard Text:</td>
<td>Compare and contrast the structural, functional, and behavioral adaptations of animals or plants found in different environments.</td>
<td>Points:</td>
<td>1</td>
</tr>
<tr>
<td>AAT or UC Text:</td>
<td>Compare physical characteristics of animals advantageous for survival in their environments.</td>
<td>AAT or UC:</td>
<td>UC</td>
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<td>Standard Code:</td>
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<td>Item Type:</td>
<td>SR for single response multiple choice item, MP for multiple part multiple choice items.</td>
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<tr>
<td>AAT or UC Text:</td>
<td>Text of the Alternate Assessment Target or Underlying concept</td>
<td>AAT or UC:</td>
<td>Alternate Assessment Target or Underlying Concept.</td>
</tr>
</tbody>
</table>
This is about leaders.

The job of a leader in a community is to make the community better.

Who is a community leader?
Firefighter

A.

Baby

B.
This is about Abraham Lincoln.

Abraham Lincoln

Abraham Lincoln was the president of the United States. He helped free the slaves during the Civil War.
Why was Abraham Lincoln important?

A. He worked on the railroad.
B. He helped free the slaves.
C. He lived on a farm.
This is about Abraham Lincoln during the Civil War.

<table>
<thead>
<tr>
<th><strong>Abraham Lincoln</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Served as president of the United States</td>
</tr>
<tr>
<td>Wanted states to remain a part of the United States</td>
</tr>
<tr>
<td>Chose generals to help the army win the war</td>
</tr>
<tr>
<td>Helped free many slaves</td>
</tr>
</tbody>
</table>

Did Abraham Lincoln help the slaves?  
A. YES  B. NO

Did Abraham Lincoln want states to break away from the United States?  
A. YES  B. NO

Was Abraham Lincoln a leader during the war?  
A. YES  B. NO
This is about Abraham Lincoln during the Civil War.

### Abraham Lincoln

<table>
<thead>
<tr>
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Did Abraham Lincoln want states to break away from the United States?  
A. YES  
B. NO

Was Abraham Lincoln the leader of the United States?  
A. YES  
B. NO

Did Abraham Lincoln help the army win the war?  
A. YES  
B. NO
This is about leaders.

The job of a leader in a community is to make the community better.

Who is a community leader?

*Point to and read each option to the student.*
Point to and read “This is a picture of a firefighter (point to the firefighter).”

Firefighter

A.
[Point to and read “This is a picture of a baby (point to the baby).”]

Baby

B.
This is about Abraham Lincoln.

[For all students, point to and read “This is a picture of Abraham Lincoln (point to the picture).”]
Abraham Lincoln was the president of the United States. He helped free the slaves during the Civil War.

Why was Abraham Lincoln important?

*Point to and read each option to the student.*

A. He worked on the railroad.
B. He helped free the slaves.
C. He lived on a farm.
This is about Abraham Lincoln during the Civil War.

[For all students, point to and read "This chart is about Abraham Lincoln. He served as the president of the United States (point to the first line in the chart). He wanted states to remain a part of the United States (point to the second line in the chart). He chose generals to help the army win the war (point to the third line in the chart). He helped free many slaves (point to the fourth line in the chart)."]

<table>
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<td>Helped free many slaves</td>
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</tbody>
</table>

Point to and read each question to the student.

Did Abraham Lincoln help the slaves?  
A. YES  
B. NO
Did Abraham Lincoln want states to break away from the United States?

A. YES  B. NO

Was Abraham Lincoln a leader during the war?

A. YES  B. NO
This is about Abraham Lincoln during the Civil War.

[For all students, point to and read “This chart is about Abraham Lincoln. He served as the president of the United States (point to the first line in the chart). He wanted states to remain a part of the United States (point to the second line in the chart). He chose generals to help the army win the war (point to the third line in the chart). He helped free many slaves (point to the fourth line in the chart).”]

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Point to and read each question to the student.

Did Abraham Lincoln want states to break away from the United States?  
A. YES  
B. NO
Was Abraham Lincoln the leader of the United States?  

A. YES  
B. NO

Did Abraham Lincoln help the army win the war?  

A. YES  
B. NO
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### ITEM INFORMATION

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<th>Category:</th>
<th>Biodiversity and Change</th>
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<td>Item ID:</td>
<td>1273</td>
<td>Correct Answer:</td>
<td>B</td>
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<tr>
<td>DOK Level:</td>
<td>2</td>
<td>Content:</td>
<td>Science</td>
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<tr>
<td>Level:</td>
<td>1</td>
<td>Grade:</td>
<td>10</td>
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<tr>
<td>Standard Code:</td>
<td>3210.5.1</td>
<td>Item Type:</td>
<td>SR</td>
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<tr>
<td>Standard Text:</td>
<td>Compare and contrast the structural, functional, and behavioral adaptations of animals or plants found in different environments.</td>
<td>Points:</td>
<td>1</td>
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<tr>
<td>AAT or UC Text:</td>
<td>Compare physical characteristics of animals advantageous for survival in their environments.</td>
<td>AAT or UC:</td>
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</table>
This is about rules.

A society is a group of people. Many societies have laws that say what people can do and what people cannot do. The laws are rules that protect each person in the society.

Why are rules important?

A. to learn about weather

B. to keep people safe
This is about democracy.

A democracy is a government where people help to make the laws. The first democracy was in ancient Greece. People in ancient Greece voted to decide what the government would do.

Who makes decisions in a democracy?

A. the people
B. a king
C. another country
This is about democracy.

A democracy is a government where people help to make the laws. The first democracy was in ancient Greece. People in ancient Greece voted on the laws. They could vote to accept the law or not to accept the law.

Did people help make the laws in ancient Greece?  
A. YES  
B. NO

Does a king make the laws in a democracy?  
A. YES  
B. NO

Do people vote in a democracy?  
A. YES  
B. NO
This is about democracy.

A democracy is a government where people help to make the laws. The first democracy was in ancient Greece. People in ancient Greece voted on the laws. They could vote to accept the law or not to accept the law.

Did people help decide what the government would do?  
A. YES  B. NO

Was the first democracy in the United States?  
A. YES  B. NO

Do people make a choice when they vote?  
A. YES  B. NO
This is about rules.

A society is a group of people. Many societies have laws that say what people can do and what people cannot do. The laws are rules that protect each person in the society.

Why are rules important?

*Point to and read each option to the student.*

A. to learn about weather

B. to keep people safe
This is about democracy.

A democracy is a government where people help to make the laws. The first democracy was in ancient Greece. People in ancient Greece voted to decide what the government would do.

Who makes decisions in a democracy?

Point to and read each option to the student.

A. the people
B. a king
C. another country
This is about democracy.

A democracy is a government where people help to make the laws. The first democracy was in ancient Greece. People in ancient Greece voted on the laws. They could vote to accept the law or not to accept the law.

Did people help make the laws in ancient Greece?  
A. YES  
B. NO

Does a king make the laws in a democracy?  
A. YES  
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Do people vote in a democracy?  
A. YES  
B. NO
This is about democracy.

A democracy is a government where people help to make the laws. The first democracy was in ancient Greece. People in ancient Greece voted on the laws. They could vote to accept the law or not to accept the law.

_Point to and read each question to the student._

**Did people help decide what the government would do?**

A. YES  B. NO

**Was the first democracy in the United States?**

A. YES  B. NO

**Do people make a choice when they vote?**

A. YES  B. NO
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<td>Correct Answer:</td>
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<td>2</td>
<td>Content:</td>
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<tr>
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<td>10</td>
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<tr>
<td>Standard Code:</td>
<td>3210.5.1</td>
<td>Item Type:</td>
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<tr>
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<td></td>
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**Standard Text:** Compare and contrast the structural, functional, and behavioral adaptations of animals or plants found in different environments.

**AAT or UC Text:** Compare physical characteristics of animals advantageous for survival in their environments.

**AAT or UC:** UC

## METADATA DEFINITIONS

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<td>Alternate Assessment Target or Underlying Concept.</td>
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Item Information

ETS Item Code: TAH01S0429  Content: Social Studies
Item ID: 2185  Grade: 07
DOK Level: 2  Item Type: SR
Level: 1  Points: 1
Standard Code: 7.45  AAT or UC: UC
Standard Text: Summarize the effects and implications of the reopening of the ancient Silk Road between Europe and China, including Marco Polo’s travels and the location of his routes.
AAT or UC Text: Identify a reason why trade is important to groups of people.
Category: Early Modern Europe: Renaissance and Reformation
Correct Answer: A

This is about trade.

Every place has different resources. People trade resources.

Why do people trade things?

A. to get resources they need
B. to learn how to name resources
This is about trade.

Long ago, there was a merchant from Europe named Marco Polo. He made a trip to Asia and brought many new goods back to Europe. People liked the new goods and wanted more of them.

What was one effect of Marco Polo’s travels?

A. People from Europe became farmers in Asia.
B. There was more trade between Europe and Asia.
C. Many people did not buy goods from Asia.
This is about trade.

Long ago, people in Europe did not travel much and did not know much about other places. The Silk Road was a trade route between Europe and Asia. It took a very long time to travel on the Silk Road, and the trip was very hard.

Marco Polo was born in Europe. He spent many years traveling in Asia. He brought goods from Asia when he returned to Europe. He also wrote a book about his travels. His book made people in Europe want to learn more about other places. People also wanted goods from Asia.

Was there trade between Europe and Asia?  
A. YES  
B. NO

Did Marco Polo help people learn about Asia?  
A. YES  
B. NO

Was it easy to travel on the Silk Road?  
A. YES  
B. NO
This is about trade.

Long ago, people in Europe did not travel much and did not know much about other places. The Silk Road was a trade route between Europe and Asia. It took a very long time to travel on the Silk Road, and the trip was very hard.

Marco Polo was born in Europe. He spent many years traveling in Asia. He brought goods from Asia when he returned to Europe. He also wrote a book about his travels. His book made people in Europe want to learn more about other places. People also wanted goods from Asia.

Did Marco Polo bring goods from Asia to Europe?  
A. YES  
B. NO

Was the Silk Road located in Africa?  
A. YES  
B. NO

Did Marco Polo write a book?  
A. YES  
B. NO
This is about trade.

Every place has different resources. People trade resources.

Why do people trade things?

*Point to and read each option to the student.*

A. to get resources they need
B. to learn how to name resources
This is about trade.

Long ago, there was a merchant from Europe named Marco Polo. He made a trip to Asia and brought many new goods back to Europe. People liked the new goods and wanted more of them.

What was one effect of Marco Polo’s travels?

Point to and read each option to the student.

A. People from Europe became farmers in Asia.
B. There was more trade between Europe and Asia.
C. Many people did not buy goods from Asia.
## Item Information

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- **Standard Text:** Summarize the effects and implications of the reopening of the ancient Silk Road between Europe and China, including Marco Polo’s travels and the location of his routes.
- **AAT or UC Text:** Explain how the travels of Marco Polo contributed to the growth of European trade.
- **Category:** Early Modern Europe: Renaissance and Reformation
- **Correct Answer:** A,A,B

---

### This is about trade.

Long ago, people in Europe did not travel much and did not know much about other places. The Silk Road was a trade route between Europe and Asia. It took a very long time to travel on the Silk Road, and the trip was very hard.

Marco Polo was born in Europe. He spent many years traveling in Asia. He brought goods from Asia when he returned to Europe. He also wrote a book about his travels. His book made people in Europe want to learn more about other places. People also wanted goods from Asia.

*Point to and read each question to the student.*

**Was there trade between Europe and Asia?**

A. **YES**  
B. **NO**

**Did Marco Polo help people learn about Asia?**

A. **YES**  
B. **NO**
Was it easy to travel on the Silk Road?  
A. YES  
B. NO
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Point to and read each question to the student.

Did Marco Polo bring goods from Asia to Europe?  
A. YES  B. NO

Was the Silk Road located in Africa?  
A. YES  B. NO
Did Marco Polo write a book? A. YES B. NO
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### ITEM INFORMATION

<table>
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<td>Compare and contrast the structural, functional, and behavioral adaptations of animals or plants found in different environments.</td>
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<td>Compare physical characteristics of animals advantageous for survival in their environments.</td>
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### METADATA DEFINITIONS

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This is about leaders.

An army is a group of people that works together to protect a country. People in an army have many different jobs.

Why does an army need a leader?

A. to feed the soldiers
B. to help people do their jobs
This is about the American Revolution.

The American colonists formed an army to fight the British. The people in the army did not know how to be soldiers. Baron von Steuben was a leader in the American army. He helped the soldiers stay healthy and helped them get supplies. Baron von Steuben helped train the soldiers so they would know what to do.

Why was Baron von Steuben a good leader?

A. He traveled to many countries.
B. He helped to teach skills to the soldiers.
C. He wanted to build a new house.
This is about George Washington.

The American Revolution was a war between the American colonists and the British. The American colonists did not want to be ruled by the British.

George Washington was the leader of the American army. He was a good leader, but his job was difficult. The war was long and the army did not have enough supplies. George Washington encouraged the soldiers to keep fighting. Then, the French sent ships to help the Americans. The Americans and the French worked together to defeat the British.

Did the British win the war?  
A. YES  B. NO
Was George Washington a good leader?  
A. YES  B. NO

Did the war last a long time?  
A. YES  B. NO
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Was George Washington a good leader? A. YES B. NO
Did the soldiers have enough supplies? A. YES  B. NO

Did French ships help defeat the British? A. YES  B. NO
This is about leaders.

An army is a group of people that works together to protect a country. People in an army have many different jobs.

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*Point to and read each option to the student.*

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<td>Identify and explain the significance of the major battles, leaders, and events of the American Revolution, including: Battles of Lexington and Concord, Capture of Fort Ticonderoga, Battle of Bunker Hill (Breed’s Hill), Battle of Trenton and Princeton, Battle of Saratoga, Valley Forge, Battle of King’s Mountain, Battle of Yorktown, George Washington, Benedict Arnold, Hessians, Marquis de La Fayette, Friedrich von Steuben, George Rogers Clark, and Francis Marion.</td>
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<td>Identify ways that leadership led to the American victory over the British during the American Revolution.</td>
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<td>Correct Answer:</td>
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The American Revolution was a war between the American colonists and the British. The American colonists did not want to be ruled by the British.

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