

What should I know about the new TCAP/EOC?

Access the TDOE Social Studies Assessments Page [HERE](#).

Social Studies grades 3-8 and U.S. History	EOC Fall Block	Part I	November 2 – November 20	
		Part II	November 30 – December 18	
	EOC Spring Block	Part I	April 11 – April 29	
		Part II	April 25 – May 13	
	3-8 & EOC Spring Traditional	Part I	February 8 – March 4	
			April 18 – May 13	
Part II		PAPER	April 25 – May 6	

From: http://www.tn.gov/assets/entities/education/attachments/tst_summative_assessment_calendar_2015-16.pdf

Part 1: Extended Response Standards: Find the grade-level documents that contain information about what the essay portion of the operational test will assess. Notice that students might be called on using one or many the following to craft a written response:

- Informational text (primary and secondary sources)
- Stimuli: charts, diagrams, map, graphs, photographs, political cartoon, etc...
- Prior knowledge

Extended Writing Rubrics can be found under the 'SCORING AND ACCOUNTABILITY' option of the Social Studies Assessments page. Notice that there is a column for 'Social Studies Literacy' and 'Literacy in the Social Studies'. What do you think is the difference? What can you do to prepare?

- Cross walk the 'Literacy in the Social Studies' with the ELA Rubric.
- Agree on a framework for writing:

POW TREE (+C) Organization for Argumentative Writing

- **T**= Topic/Thesis: What is my claim?
- **R**= 3 supporting reasons from the text/history: Why did I make this claim?
- **E**= Evidence: How can I prove it with evidence from the text?
- **E**= Ending: Did I wrap it up tight?
- **+C**= Counter claim – What do others say? How would I respond to what others think?

OR POW TIDE Organization for Expository Writing

- **T** = Topic/Thesis
 - **I** = Importance Evidence: Use evidence based terms. Cite your sources. Include at least one piece of evidence in each body paragraph
 - **D** = Detailed examination: Analyze the evidence you have provided
 - **E** = Ending: Did I wrap it up tight?
- Develop close reading tasks and/or DBQs for the extended response standards to help develop prior knowledge.

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Field Test Extended Writing Prompts

3rd Grade: Read the passage and the timeline and answer the question below. Use evidence from the passage and the timeline to support your response, explain how historical events have affected what people eat in the United States.

4th Grade: Read the passages and answer the prompt below. Both George Washington and John Jay were discussing the U.S. Constitution as the states were deciding to ratify it. Write an opinion piece supporting the position that the states should ratify the Constitution. Use prior knowledge and evidence from the passages to support your response.

5th Grade: Read the passages and answer the question below. Explain why the Vietnam War caused such large disagreements among the people of the United States. Use prior knowledge and evidence from the passages to support your response.

6th Grade: The map and the excerpt below relate to the Diaspora of the Jews after the destruction of the second temple in 70 A.D. Explain the effects of the Jewish Diaspora on Judaism and the Jews.

- What caused the Diaspora?
- What steps did Jewish leaders take to assure that Judaism survived the Diaspora?
- What were the results of those efforts?
- Use evidence from the information below and your knowledge of the history of the ancient Middle East to support your answer.

7th Grade: The map and the excerpt below are about the first head of the Medici family of the Italian city-state of Florence. Explain how the location, political system, and economies of the Italian city-states were different from those towns and cities in other parts of Europe.

- How do those differences help explain why the Renaissance started in the Italian city-states instead of elsewhere in Europe?
- Use evidence from the information provided and your knowledge of world history to support your answer.

8th Grade: The photograph and the excerpts below provide information about the life of the cowboy in the United States. Write an essay examining the life of the cowboy.

- Include details about his daily life, describing his skills, clothes, shelter, and day-to-day existence.
- Use evidence from the photograph and the excerpts and your knowledge of the life of the cowboy to support your answer.

U.S. History: The excerpts below address the presidential election of 2000, the 14th Amendment of the Constitution, and the Supreme Court decision in *Bush v. Gore*. The table below contains the 2000 presidential election results. Explain the Supreme Court decision that decided the 2000 election.

- Why did the case revolve around voting rights and the Equal Protection clause?
- How did the decision impact future elections?
- Use evidence from these sources and your content knowledge to support your answer.

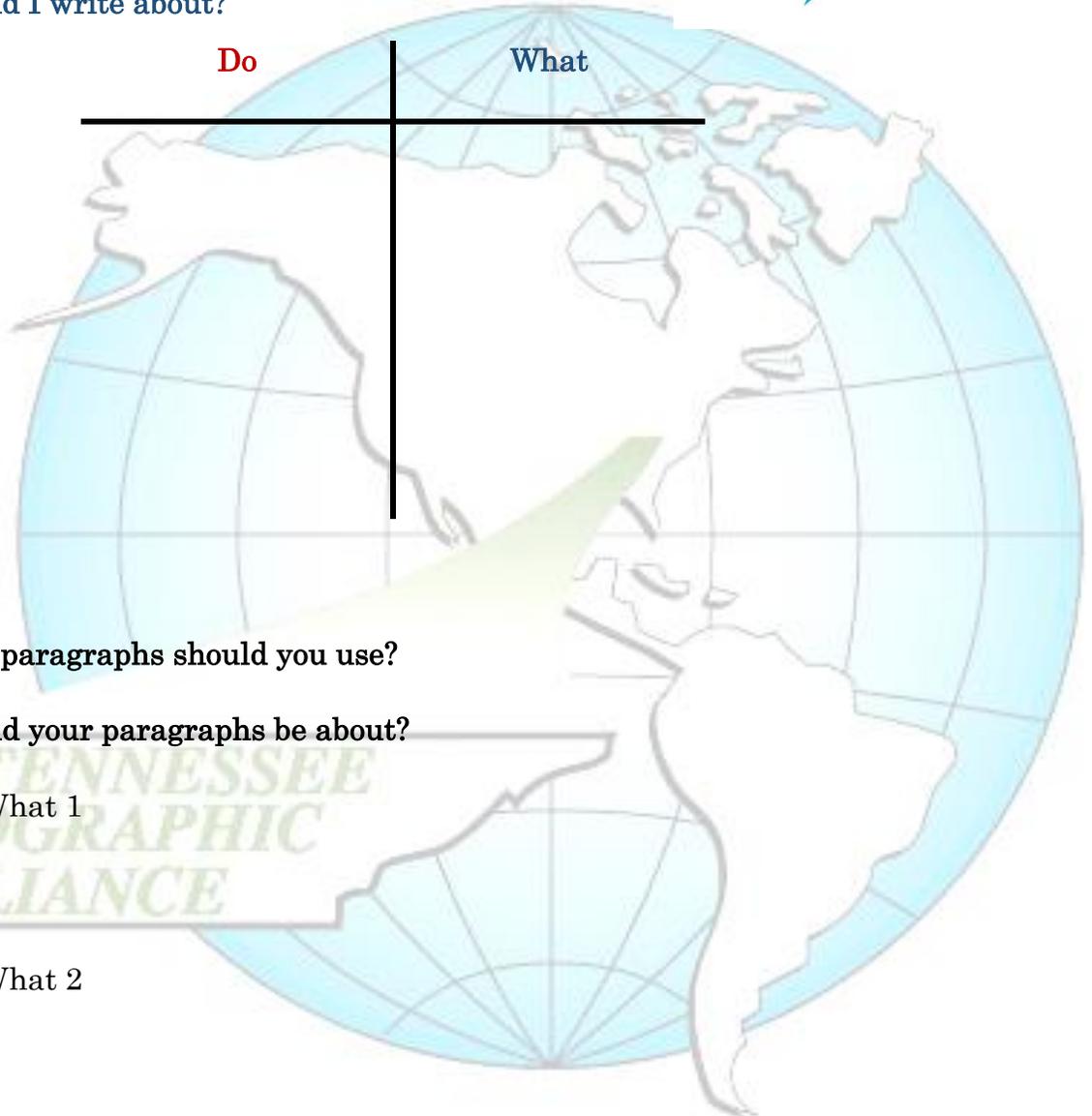
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As a student, use the 'POW' method to help you prepare for your grade band's extended writing prompt.



P= Pull apart the prompt:

- What am I being asked to do?
- What should I write about?



O= Organize:

- How many paragraphs should you use?
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- What should your paragraphs be about?

○ Do/What 1

○ Do/What 2

○ Do/What...

W= Write: What framework for writing will you use: TREE, TIDE, other?

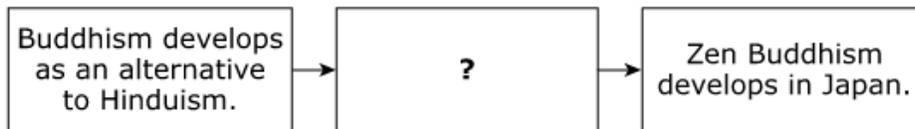
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Part 2: Multiple Choice

- Field Test Frameworks can offer you a glimpse of the percentage of test items and a range of numbers of test items for each reporting categories on Part 2.
- No more stand-alone questions that assess recall.
- No more DBQs where students can find the answer in either text/stimulus that is linked with the question.
- Students must use prior knowledge with text/stimulus in order to answer a question.

Standard- 6.38 Describe the diffusion of Buddhism northward to China during the Han Dynasty. (C, G, H)

The diagram below relates to the spread of Buddhism across Asia.



Which statement best completes the diagram?

- A. Religious missionaries convert China to Buddhism.
- B. Chinese soldiers bring Buddhism from India.
- C. Trade merchants carry Buddhism to China.
- D. Invaders from India conquer China.

Does the standard match the question?

What prior knowledge will the students need to answer the question?

What do you notice about the answer choices?

-
-
-
-

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Standards:

- 4.41 Describe the principles embedded in the Constitution, including: (P) • purposes of government listed in the Preamble
- 8.33 Describe the principles embedded in the Constitution, including the purposes of government listed in the Preamble, separation of powers, check and balances, the amendment process, federalism, and recognition of and protections of individual rights in the Bill of Rights. (P)

Write a multiple choice question that addresses the standard, uses prior knowledge and the Preamble to the Constitution provided below.

“We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.”



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Standard: 6.70 Describe the contribution of Roman civilization...Primary Documents and Supporting Texts to Read...digital collections of authentic ancient Roman Art and Architecture, including: the Colosseum, arches, arenas, aqueducts, baths, and bridges.

Write a multiple choice question that addresses the standard, uses prior knowledge and the stimulus provided below.

