

DRAFT

Part I: Task Models for Stimulus Based Multiple-Choice Question

Task Models for MCQs	Claims	Evidence
1) Students are given a stimulus and asked to evaluate and classify (identify) best use.	1, 2, 3	Analysis of sources; Dynamics of continuity and change over periods of time; Connection of historical developments to specific circumstances of time and place including the spatial organization of people, places, and environments
2) Students are given a stimulus and asked to identify point of view, purpose, content, bias, format of source, location of source in time and/or place, and/or intended audience of sources using background knowledge.	1, 3	Analysis of sources; Connection of historical developments to specific circumstances of time and place including the spatial organization of people, places, and environments; Factors (e.g., ideas, individuals, groups, technical developments, physical settings) that influenced changes over time
3) Students are given a stimulus and asked to identify support for a given claim (bound in same timeframe/event/space). It must require students to draw on their knowledge rather than on straight comprehension of text.	1, 2	Evidence from source(s) to support or refute the claim or argument; Connection of historical developments to specific circumstances of time and place including the spatial organization of people, places, and environments; Factors (e.g., ideas, individuals, groups, technical developments, physical settings) that influenced changes over time
4) Students are given a stimulus and asked to select a plausible claim that logically flows from evidence presented.	1, 2	Evidence from source(s) to support or refute the claim or argument; Connection of historical developments to specific circumstances of time and place including the spatial organization of people, places, and environments Factors (e.g., ideas, individuals, groups, technical developments, physical settings) that influenced changes over time
5) Students are given a stimulus and asked to identify the significance of a turning point in history.	1, 2, 3	Evidence from source(s) to support or refute the claim or argument; The dynamics of continuity and change over periods of time; Connection of historical developments to specific circumstances of time and place including the spatial organization of people, places, and environments
6) Students are given a stimulus and asked to identify significance as part of change or part of continuity in history.	1, 2	Evidence from source(s) to support or refute the claim or argument; Connection of historical developments to specific circumstances of time and place including the spatial organization of people, places, and environments; Factors (e.g., ideas, individuals, groups, technical developments, physical settings) that influenced changes over time
7) Students are given a stimulus and asked to identify a central cause of the described phenomenon.	1, 2	Evidence from source(s) to support or refute the claim or argument; Causes and effects using geographic, economic, political and/or historical lenses; Effects of location and other spatial concepts

Task Models for MCQs	Claims	Evidence
8) Students are given a stimulus and asked to identify a central effect of the described phenomenon.	1, 2	Evidence from source(s) to support or refute the claim or argument; Causes and effects using geographic, economic, political and/or historical lenses; Effects of location and other spatial concepts
9) Students are given a stimulus and asked to identify the impact of time and place on an issue or event linked to that stimulus.	1, 2, 3	Evidence from source(s) to support or refute the claim or argument; Effects of location and other spatial concepts; Connection of historical developments to specific circumstances of time and place including the spatial organization of people, places, and environments;
10) Students are given one stimulus or two stimuli and asked to identify a similarity in the described phenomenon (historical development, historical event, geographic setting, economic situation, individual's action/belief) (implicit comparison).	1, 3	Analysis of sources; Evidence from source(s) to support or refute the claim or argument; Connection of historical developments to specific circumstances of time and place including the spatial organization of people, places, and environments;
11) Students are given one stimulus or two stimuli and asked to identify a difference in the described phenomenon (historical development, historical event, geographic setting, economic situation, individual's action/belief) (implicit comparison).	1, 3	Analysis of sources; Evidence from source(s) to support or refute the claim or argument; Connection of historical developments to specific circumstances of time and place including the spatial organization of people, places, and environments;
12) Students are given a stimulus and asked to identify an informed action taken by an individual in time or space or connect the action to civic activism.	1, 3, 4	Evidence from source(s) to support or refute the claim or argument; Connection of historical developments to specific circumstances of time and place including the spatial organization of people, places, and environments; Identification and summary of a disciplinary issue(s); Connection of the issue(s) to civic activism
13) Students are given one stimulus or two stimuli and asked to identify the problem and identify the response.	1, 4	Evidence from source(s) to support or refute the claim or argument; Identification and summary of a disciplinary issue(s); Connection of the issue(s) to civic activism
14) Students are given one stimulus or two stimuli and asked to identify a stakeholder or a stakeholder's issue.	1, 4	Evidence from source(s) to support or refute the claim or argument; Identification and summary of a disciplinary issue(s); Connection of the issue(s) to civic activism
15) Students are given a stimulus and asked to identify a recommended course of action by a historical figure or a government.	1, 2, 3, 4	Evidence from source(s) to support or refute the claim or argument; Connection of historical developments to specific circumstances of time and place including the spatial organization of people, places, and environments; Identification and summary of a disciplinary issue(s); Connection of the issue(s) to civic activism; Recommended course of action to address the issue(s)