

Task Models for Stimulus Based Multiple-Choice Question

Students are given a stimulus and asked to evaluate and classify (identify) best use. [TM.1](#)

1 Students are given a stimulus and asked to evaluate and classify (identify) best use. [TM.1](#)

Students are given a stimulus and asked to identify point of view, context, bias, format of source, location of source in time and/or place, and/or intended audience of sources using background knowledge. [TM.2](#)

2.A Students are given a stimulus and asked to identify context of sources using background knowledge. [TM.2.A](#)

2.B Students are given a stimulus and asked to identify purpose of sources using background knowledge. [TM.2.B](#)

2.C Students are given a stimulus and asked to identify point of view of sources using background knowledge. [TM.2.C](#)

2.D Students are given a stimulus and asked to identify the intended audience of sources using background knowledge. [TM.2.D](#)

2.E Students are given a stimulus and asked to identify bias of sources using background knowledge. [TM.2.E](#)

2.F Students are given a stimulus and asked to identify the format of the source of sources using background knowledge. [TM.2.F](#)

2.G Students are given a stimulus and asked to identify location of source in time and/or place of sources using background knowledge. [TM.2.G](#)

Students are given a stimulus and asked to identify support for a given claim (bound in same timeframe/event/space). [TM.3](#)

3 Students are given a stimulus and asked to identify support for a given claim (bound in same timeframe/event/space). [TM.3](#)

Students are given a stimulus and asked to select a plausible claim

4 Students are given a stimulus and asked to select a plausible claim that logically flows from evidence presented. [TM.4](#)

that logically flows from evidence presented. **TM.4**

Students are given a stimulus and asked to identify the significance of a turning point in history. **TM.5**

5 Students are given a stimulus and asked to identify the significance of a turning point in history. **TM.5**

Students are given a stimulus and asked to identify significance of an event, action, idea, or development as part of change or part of continuity in history. **TM.6**

6 Students are given a stimulus and asked to identify significance of an event, action, idea, or development as part of change or part of continuity in history. **TM.6**

Students are given a stimulus and asked to identify a central cause of the described phenomenon. **TM.7**

7 Students are given a stimulus and asked to identify a central cause of the described phenomenon. **TM.7**

Students are given a stimulus and asked to identify a central effect of the described phenomenon. **TM.8**

8 Students are given a stimulus and asked to identify a central effect of the described phenomenon. **TM.8**

Students are given a stimulus and asked to identify the impact of time and place on an issue or event linked to that stimulus. **TM.9**

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. **TM.9**

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) **TM.10**

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) **TM.10**

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) **TM.11**

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) **TM.11**

Students are given a stimulus and asked to identify an informed action taken by an individual, group, or government connected to civic activism. **TM.12**

12 Students are given a stimulus and asked to identify an informed action taken by an individual, group, or government connected to civic activism. **TM.12**

Students are given a visual stimulus such as a map, graph, chart, time line, cartoon, or photograph and asked to extract relevant information to answer a question, or to respond to a claim or argument. **TM.13**

13 Students are given a visual stimulus such as a map, graph, chart, time line, cartoon, or photograph and asked to extract relevant information to answer a question, or to respond to a claim or argument. **TM.13**

Students are given one stimulus or two stimuli and asked to identify a stakeholder or a stakeholder's issue. **TM.14**

14 Students are given one stimulus or two stimuli and asked to identify a stakeholder or a stakeholder's issue. **TM.14**

Students are given a stimulus and asked to identify a course of action recommended by a historical figure, a group, or a government. **TM.15**

15 Students are given a stimulus and asked to identify a course of action recommended by a historical figure, a group, or a government. **TM.15**

Students are given a stimulus and asked to identify how historical events are related chronologically. TM.16

16 Students are given a stimulus and asked to identify how historical events are related chronologically. TM.16

Students are given one stimulus or two stimuli and asked to identify a problem (issue) TM.17

17 Students are given one stimulus or two stimuli and asked to identify a problem (issue) TM.17

Students are given one stimulus or two stimuli and asked to identify a response to a problem (issue) TM.18

18 Students are given one stimulus or two stimuli and asked to identify a response to a problem (issue) TM.18