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<th>Points</th>
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<td>1</td>
<td>Graphic Response</td>
<td>History</td>
<td>The order of significant events in Ohio and the United States can be shown on a timeline. (C.1)</td>
<td>---</td>
<td>2 points</td>
</tr>
<tr>
<td>2</td>
<td>Evidence-Based Selected Response</td>
<td>History</td>
<td>Various groups of people have lived in Ohio over time including prehistoric and historic American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in both cooperation and conflict. (B.3)</td>
<td>B; A</td>
<td>2 points</td>
</tr>
<tr>
<td>3</td>
<td>Short Response</td>
<td>Geography</td>
<td>People have modified the environment since prehistoric times. There are both positive and negative consequences for modifying the environment in Ohio and the United States. (C.12)</td>
<td>---</td>
<td>2 points</td>
</tr>
<tr>
<td>4</td>
<td>Extended Response</td>
<td>Government</td>
<td>The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches. (C.21)</td>
<td>---</td>
<td>4 points</td>
</tr>
</tbody>
</table>
Grade 4
Social Studies
PBA Practice Test

Question 1

Question and Scoring Guidelines
Question 1

Eight presidents have called Ohio their home.

Move the presidents from Ohio in the correct order of the year they took office.

Points Possible: 2

Content Standard: History

Content Statement: The order of significant events in Ohio and the United States can be shown on a timeline. (C.1)
Scoring Guidelines

For this item, a full-credit response includes

• The student receiving two points for four correct responses ("William Henry Harrison, 1841", “Ulysses S. Grant, 1869", “Rutherford B. Hayes, 1877", “James A. Garfield, 1881" (2 points).

For this item, a partial-credit response includes

• The student receiving one point for at least two correct responses (1 point).
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Question 1

Sample Responses
Sample Response: 2 points

Eight presidents have called Ohio their home.

Move the presidents from Ohio in the correct order of the year they took office.

Notes on Scoring

This student response correctly places all four presidents in chronological order on the timeline.
Sample Response: 1 point

Eight presidents have called Ohio their home.
Move the presidents from Ohio in the correct order of the year they took office.

Notes on Scoring
This student response places two presidents on the timeline correctly. However, the remaining two presidents are left off the timeline.
Sample Response: 1 point

Eight presidents have called Ohio their home.
Move the presidents from Ohio in the correct order of the year they took office.

Important Events in Ohio’s History and Presidents from Ohio

William Henry Harrison, 1841
Ulysses S. Grant, 1869
James A. Garfield, 1881
Rutherford B. Hayes, 1877

Miami and Erie Canal completed, 1845
Ohio State University opens, 1870
Ohio Constitution of 1851 adopted
Thomas Edison invented the electric light bulb, 1879

Notes on Scoring
This student response places two presidents on the timeline correctly (Harrison and Grant). However, Garfield and Hayes are placed in reverse order, making the timeline incorrect.
Eight presidents have called Ohio their home.

Move the presidents from Ohio in the correct order of the year they took office.
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Question 2

Question and Scoring Guidelines
Question 2

The following question has two parts. First, answer part A. Then, answer part B.

**Part A**
As different settlers moved into the Ohio Country, there were times of conflict and cooperation between the settlers and American Indians.

What was one cause of conflict between American Indians and European settlers in the Ohio Country?

A. European settlers did not share farming practices with American Indians.  
B. European settlers forced American Indians to move in search of new lands.  
C. American Indians supported the Spanish settlers in conflicts against French fur traders over land rights.  
D. American Indians did not show European settlers how to use gunpowder to help them hunt in the countryside.

**Part B**
Why did your selection in Part A cause conflict between American Indians and European settlers?

A. European settlers took away land that was used by American Indians.  
B. American Indians were angry that they could not farm as well as the European settlers.  
C. American Indians wanted to make sure the settlers would not hunt all the animals in Ohio.  
D. Spanish settlers helped American Indians to keep the land that was taken by French colonists.

---

**Points Possible:** 2

**Content Standard:** History

**Content Statement:** Various groups of people have lived in Ohio over time including prehistoric and historic American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in both cooperation and conflict. (B.3)
Scoring Guidelines

Part A

Rationale for Option A: There was an exchange of cultural practices and farming techniques between American Indians and Europeans.

Rationale for Option B: **Key** – European settlers began laying claims to land that was traditionally used by American Indian tribes in the Ohio territory.

Rationale for Option C: There were no Spanish settlements in the Ohio territory; the Spanish holdings were further south and west.

Rationale for Option D: Gunpowder was more common among European settlers and was traded to American Indians for other goods.

Part B (Part A must be correct for Part B to be correct)

Rationale for Option A: **Key** – As settlers took over more land, American Indians were forced to move to find territory where they could live.

Rationale for Option B: American Indians were proficient farmers who had cultivated the land in the Ohio territory for many years prior to the arrival of European settlers.

Rationale for Option C: American Indians initially helped settlers to learn to hunt and work the land for food.

Rationale for Option D: American Indians lost much of their land to European settlers.
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Question 2

Sample Responses
Sample Response: 2 points

The following question has two parts. First, answer part A. Then, answer part B.

**Part A**

As different settlers moved into the Ohio Country, there were times of conflict and cooperation between the settlers and American Indians.

What was one cause of conflict between American Indians and European settlers in the Ohio Country?

- European settlers did not share farming practices with American Indians.
- European settlers forced American Indians to move in search of new lands.
- American Indians supported the Spanish settlers in conflicts against French fur traders over land rights.
- American Indians did not show European settlers how to use gunpowder to help them hunt in the countryside.

**Part B**

Why did your selection in Part A cause conflict between American Indians and European settlers?

- European settlers took away land that was used by American Indians.
- American Indians were angry that they could not farm as well as the European settlers.
- American Indians wanted to make sure the settlers would not hunt all the animals in Ohio.
- Spanish settlers helped American Indians to keep the land that was taken by French colonists.
**Sample Response: 1 point**

<table>
<thead>
<tr>
<th>Part A</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>As different settlers moved into the Ohio Country, there were times of conflict and cooperation between the settlers and American Indians. What was one cause of conflict between American Indians and European settlers in the Ohio Country?</td>
<td></td>
</tr>
<tr>
<td>A European settlers did not share farming practices with American Indians.</td>
<td></td>
</tr>
<tr>
<td>● European settlers forced American Indians to move in search of new lands.</td>
<td></td>
</tr>
<tr>
<td>● American Indians supported the Spanish settlers in conflicts against French fur traders over land rights.</td>
<td></td>
</tr>
<tr>
<td>● American Indians did not show European settlers how to use gunpowder to help them hunt in the countryside.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Why did your selection in Part A cause conflict between American Indians and European settlers?</td>
<td></td>
</tr>
<tr>
<td>A European settlers took away land that was used by American Indians.</td>
<td></td>
</tr>
<tr>
<td>● American Indians were angry that they could not farm as well as the European settlers.</td>
<td></td>
</tr>
<tr>
<td>● American Indians wanted to make sure the settlers would not hunt all the animals in Ohio.</td>
<td></td>
</tr>
<tr>
<td>● Spanish settlers helped American Indians to keep the land that was taken by French colonists.</td>
<td></td>
</tr>
</tbody>
</table>
The following question has two parts. First, answer part A. Then, answer part B.

**Part A**

As different settlers moved into the Ohio Country, there were times of conflict and cooperation between the settlers and American Indians.

What was **one** cause of conflict between American Indians and European settlers in the Ohio Country?

- A. European settlers did not share farming practices with American Indians.
- B. European settlers forced American Indians to move in search of new lands.
- C. American Indians supported the Spanish settlers in conflicts against French fur traders over land rights.
- D. American Indians did not show European settlers how to use gunpowder to help them hunt in the countryside.

**Part B**

Why did your selection in Part A cause conflict between American Indians and European settlers?

- A. European settlers took away land that was used by American Indians.
- B. American Indians were angry that they could not farm as well as the European settlers.
- C. American Indians wanted to make sure the settlers would not hunt all the animals in Ohio.
- D. Spanish settlers helped American Indians to keep the land that was taken by French colonists.
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Question 3

Question and Scoring Guidelines
Question 3

More than 42,000 miles of highway have been built throughout the United States. This construction has had a great impact on the nation and the environment. Describe one positive consequence of interstate highway growth. Then, describe one negative consequence of interstate highway growth. Type your answer in the space provided.

Points Possible: 2

Content Standard: Geography

Content Statement: People have modified the environment since prehistoric times. There are both positive and negative consequences for modifying the environment in Ohio and the United States. (C.12)
**Scoring Guidelines**

<table>
<thead>
<tr>
<th>Score Point</th>
<th>Description</th>
</tr>
</thead>
</table>
| 2 points    | The response describes one positive consequence of interstate highway growth AND describes one negative consequence of interstate highway growth.  

NOTE: If students provide more than one response and do not label which consequence is positive and which consequence is negative, use the order of the responses given. |
| 1 point     | The response describes one positive consequence of interstate highway growth;  
OR  
The response describes one negative consequence of interstate highway growth. |
| 0 points    | The response does not meet the criteria required to earn one point. The response indicates inadequate or no understanding of the task and/or the idea or concept needed to answer the item. It may only repeat information given in the test item. The response may provide an incorrect solution/response and the provided supportive information may be totally irrelevant to the item, or possibly, no other information is shown. The student may have written on a different topic or written, "I don't know." |
Grade 4
Social Studies
PBA Practice Test

Question 3

Sample Responses
Sample Response: 2 points

Notes on Scoring

The response receives full credit for the description of one positive consequence of interstate highway growth ("...more people can get around to places a lot faster..."), and for the description of one negative consequence of interstate highway growth ("...had to cut down a lot of trees and animal habitats.").
Sample Response: 2 points

More than 42,000 miles of highway have been built throughout the United States. This construction has had a great impact on the nation and the environment. Describe one positive consequence of interstate highway growth.

Then, describe one negative consequence of interstate highway growth.

Type your answer in the space provided.

1. One negative consequence of interstate highway growth is that the interstates are destroying animal habitats.

2. A positive consequence of interstate highway growth is that it's easier to get to and from schools, works, stores, libraries, and houses.

Notes on Scoring

The response contains a description of one negative consequence of interstate highway growth ("...destroying animal habitats.") and one positive consequence of interstate highway growth ("...easier to get to and from schools, works, stores, libraries, and houses."). Because the consequences are labeled, they do not need to be taken in the order requested in the prompt.
Sample Response: 1 point

1. One negative consequence is the animals will lose their homes, maybe somewhere, or will not use it for farm land.
2. If that happens that's what will happen true because animals do live there.

Notes on Scoring

The response describes one negative consequence of interstate highway growth ("...animals will lose their homes...") , but does not give a positive consequence of interstate highway growth.
Notes on Scoring

The response describes one positive consequence of interstate highway growth ("...people get to where they need faster."), but does not give a negative consequence of interstate highway growth.
Sample Response: 0 points

More than 40,000 miles of highway have been built throughout the United States. This construction has had a great impact on the nation and the environment. Describe a positive consequence of interstate highway growth. Then, describe one negative consequence of interstate highway growth. Type your answer in the space provided.

1. It helps people go where they want to.
2. It is an easier way to travel.

Notes on Scoring

The response indicates inadequate understanding of the task. The first consequence (“It helps people go where they want to.”) is too vague to receive credit. The consequence does not say how it helps people go where they want to; i.e. easier or faster. The second consequence (“It is and easier way to travel.”) does not receive credit, because it is the second consequence given, and the first appears to be an attempt at a positive consequence, so the second consequence should be a negative consequence.
More than 42,000 miles of highway have been built throughout the United States. This construction has had a great impact on the nation and the environment. Describe one positive consequence of interstate highway growth. Then, describe one negative consequence of interstate highway growth. Type your answer in the space provided.

A positive consequence would be that the highway may be big. A negative consequence would be that the highway was small.

Sample Response: 0 points

Notes on Scoring

The response indicates inadequate or no understanding of the task or the idea or concept needed to answer the item.
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Question 4

Question and Scoring Guidelines
Identify two branches of the U.S. government.
Then, explain one responsibility of each branch.
Type your answer in the space provided.

Points Possible: 4

Content Standard: Government

Content Statement: The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches. (C.21)
## Scoring Guidelines

<table>
<thead>
<tr>
<th>Score Point</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 points</td>
<td>Response correctly identifies two branches of the U.S. government and explains a responsibility of each.</td>
</tr>
<tr>
<td>3 points</td>
<td>Response correctly identifies two branches of the U.S. government. However, it correctly explains only one responsibility. The second explanation may be incorrect, vague or missing.</td>
</tr>
<tr>
<td>2 points</td>
<td>The response correctly identifies only one branch of the U.S. government and explains only one responsibility. The second branch and explanation may be incorrect, vague or missing. OR The response correctly identifies two branches of the U.S. government but the explanations may be incorrect, vague or missing.</td>
</tr>
<tr>
<td>1 point</td>
<td>Response correctly identifies only one branch of the U.S. government. The explanation may be incorrect, vague or missing.</td>
</tr>
<tr>
<td>0 points</td>
<td>The response does not meet the criteria required to earn 1 point. The response indicates inadequate or no understanding of the task and/or the idea or concept needed to answer the item. It may only repeat information given in the test item. The response may provide an incorrect solution/response and the provided supportive information may be totally irrelevant to the item, or possibly, no other information is shown. The student may have written on a different topic or written, “I don’t know.”</td>
</tr>
</tbody>
</table>
Grade 4 Social Studies PBA Practice Test

Question 4

Sample Responses
Sample Response: 4 points

Identify two branches of the U.S. government.
Then, explain one responsibility of each branch.
Type your answer in the space provided.

One branch in the U.S. government is the legislative branch. Another branch in the U.S. government is the executive branch. The legislative branch makes the laws while the executive branch carries out the laws made by the legislative branch.

Notes on Scoring

The response correctly identifies one branch of the U.S. government and explains its responsibility ("legislative branch makes the laws") and correctly identifies a second branch and explains its responsibility ("executive branch carries out the laws").
Sample Response: 4 points

Identify two branches of the U.S. government.
Then, explain one responsibility of each branch.
Type your answer in the space provided.

1. legislative to make laws.
2. executive to enforce the laws

Notes on Scoring

The response correctly identifies one branch of the U.S. government and explains its responsibility (“legislative to make laws.”) and correctly identifies a second branch and explains its responsibility (“executive to enforce the laws”).
Sample Response: 3 points

- Identify **two** branches of the U.S. government.
- Then, explain **one** responsibility of each branch.
- Type your answer in the space provided.

judicial -
legislative - makes up the laws
executive - conforms the laws

Notes on Scoring

The response correctly identifies one branch of the U.S. government and explains a responsibility ("legislative – makes up the laws"), correctly identifies a second branch ("executive") without correctly explaining a responsibility, and correctly identifies an additional branch ("judicial") but fails to provide an explanation for its responsibilities.
Sample Response: 3 points

Identify two branches of the U.S. government. Then, explain one responsibility of each branch. Type your answer in the space provided.

The legislative branch has to make the law. The judicial branch has to pass the law.

Notes on Scoring

The response correctly identifies one branch of the U.S. government and explains a responsibility ("legislative branch has to make the law.") and correctly identifies a second branch ("judicial branch") without correctly explaining a responsibility.
Sample Response: 2 points

I can identify two branches one of them are called the legislative branch. The other one is called the executive branch.

Notes on Scoring

The response correctly identifies two branches of the U.S. government ("legislative branch" and "executive branch") but fails to provide an explanation for their responsibilities.
Sample Response: 2 points

Identify **two** branches of the U.S. government.
Then, explain **one** responsibility of each branch.
Type your answer in the space provided.

Legislature makes the laws.

Notes on Scoring

The response correctly identifies one branch of the U.S. government and explains a responsibility ("Legislature makes the laws.").
Sample Response: 1 point

Identify **two** branches of the U.S. government.
Then, **explain one** responsibility of each branch.
Type your answer in the space provided.

1. the tax branch of the US government
2. the legislative branch of the US government

Notes on Scoring

The response correctly identifies one branch of the U.S. government ("the legislative branch") but fails to provide an explanation for its responsibility.
Sample Response: 1 point

Identify two branches of the U.S. government.
Then, explain one responsibility of each branch.
Type your answer in the space provided.

Legislative helps people.

Notes on Scoring

The response correctly identifies one branch of the U.S. government ("Legislative") without clearly explaining a responsibility.
Sample Response: 0 points

Identify **two** branches of the U.S. government.
Then, explain **one** responsibility of each branch.

Type your answer in the space provided.

1. is to make laws
2. is to respect the citizens

*explain: make laws because accidents could happen and could do damage.*

**Notes on Scoring**

The response indicates inadequate understanding of the concept needed to answer the item.
Sample Response: 0 points

Identify **two** branches of the U.S. government.
Then, explain **one** responsibility of each branch.
Type your answer in the space provided.

The federal government takes care of the whole country. The city government takes care of a specific city such as Xenia.

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**Notes on Scoring**

The response indicates inadequate understanding of the concept needed to answer the item.