Ohio’s State Tests

ITEM RELEASE

SPRING 2015

GRADE 4

SOCIAL STUDIES
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<th>Content Standard</th>
<th>Content Statement</th>
<th>Answer Key</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Graphic Response</td>
<td>Government</td>
<td>Individuals have a variety of opportunities to participate in and influence their state and national government. Citizens have both rights and responsibilities in Ohio and the United States. (15)</td>
<td>---</td>
<td>2 points</td>
</tr>
<tr>
<td>2</td>
<td>Short 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. (3)</td>
<td>---</td>
<td>2 points</td>
</tr>
<tr>
<td>3</td>
<td>Extended Response</td>
<td>Economics and 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. (12)</td>
<td>---</td>
<td>4 points</td>
</tr>
<tr>
<td>4</td>
<td>Multiple Choice</td>
<td>History</td>
<td>Sectional issues divided the United States after the War of 1812. Ohio played a key role in these issues, particularly with the anti-slavery movement and the Underground Railroad. (7)</td>
<td>A</td>
<td>1 point</td>
</tr>
<tr>
<td>5</td>
<td>Multiple Choice</td>
<td>Economics and Geography</td>
<td>The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio. (10)</td>
<td>A</td>
<td>1 point</td>
</tr>
<tr>
<td>6</td>
<td>Multiple Choice</td>
<td>Economics and Geography</td>
<td>Ohio's location in the United States and its transportation systems continue to influence the movement of people, products and ideas. (14)</td>
<td>D</td>
<td>1 point</td>
</tr>
<tr>
<td>Question No.</td>
<td>Item Type</td>
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<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------</td>
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</tr>
<tr>
<td>7</td>
<td>Multiple Choice</td>
<td>History</td>
<td>The Northwest Ordinance established a process for the creation of new states and specified democratic ideals to be incorporated in the states of the Northwest Territory. (5)</td>
<td>A</td>
<td>1 point</td>
</tr>
<tr>
<td>8</td>
<td>Graphic Response</td>
<td>Government</td>
<td>Effective participants in a democratic society engage in compromise. (17)</td>
<td>---</td>
<td>2 points</td>
</tr>
<tr>
<td>9</td>
<td>Graphic Response</td>
<td>Economics and Geography</td>
<td>Entrepreneurs in Ohio and the United States organize productive resources and take risks to make a profit and compete with other producers. (23)</td>
<td>---</td>
<td>2 points</td>
</tr>
<tr>
<td>10</td>
<td>Multiple Choice</td>
<td>Government</td>
<td>The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches. (21)</td>
<td>B</td>
<td>1 point</td>
</tr>
<tr>
<td>11</td>
<td>Multiple Choice</td>
<td>History</td>
<td>The inability to resolve standing issues with Great Britain and ongoing conflicts with American Indians led the United States into the War of 1812. Victory in the Battle of Lake Erie contributed to American success in the war. (6)</td>
<td>B</td>
<td>1 point</td>
</tr>
<tr>
<td>12</td>
<td>Short Answer</td>
<td>Economics and Geography</td>
<td>Tables and charts help people to understand information and issues. Tables organize information in columns and rows. Charts organize information in a variety of visual formats (pictures, diagrams, graphs). (22)</td>
<td>---</td>
<td>1 point</td>
</tr>
</tbody>
</table>
Grade 4 Social Studies  
Spring 2015 Item Release  
Content Summary and Answer Key

<table>
<thead>
<tr>
<th>Question No.</th>
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<tbody>
<tr>
<td>13</td>
<td>Multiple Choice</td>
<td>Government</td>
<td>Civic participation requires individuals to make informed and reasoned decisions by accessing and using information effectively. (16)</td>
<td>B</td>
<td>1 point</td>
</tr>
<tr>
<td>14</td>
<td>Graphic Response</td>
<td>History</td>
<td>The 13 colonies came together around a common cause of liberty and justice, uniting to fight for independence during the American Revolution and to form a new nation. (4)</td>
<td>---</td>
<td>2 points</td>
</tr>
<tr>
<td>15</td>
<td>Multiple Choice</td>
<td>Government</td>
<td>The U.S. Constitution establishes a system of limited government and protects citizens’ rights; five of these rights are addressed in the First Amendment. (19)</td>
<td>A</td>
<td>1 point</td>
</tr>
<tr>
<td>16</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 time line. (1)</td>
<td>---</td>
<td>1 point</td>
</tr>
<tr>
<td>17</td>
<td>Graphic Response</td>
<td>Government</td>
<td>A constitution is a written plan for government. Democratic constitutions provide the framework for government in Ohio and the United States. (20)</td>
<td>---</td>
<td>2 points</td>
</tr>
<tr>
<td>18</td>
<td>Short Response</td>
<td>Government</td>
<td>Civic participation requires individuals to make informed and reasoned decisions by accessing and using information effectively. (16)</td>
<td>---</td>
<td>2 points</td>
</tr>
<tr>
<td>19</td>
<td>Graphic Response</td>
<td>History</td>
<td>Primary and secondary sources can be used to create historical narratives. (2)</td>
<td>---</td>
<td>2 points</td>
</tr>
<tr>
<td>20</td>
<td>Multiple Choice</td>
<td>Economics and Geography</td>
<td>A map scale and cardinal and intermediate directions can be used to describe the relative location of physical and human characteristics of Ohio and the United States. (9)</td>
<td>D</td>
<td>1 point</td>
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## Grade 4 Social Studies
### Spring 2015 Item Release
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<tbody>
<tr>
<td>21</td>
<td>Multiple Choice</td>
<td>Economics and Geography</td>
<td>The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohio’s population has become increasingly reflective of the cultural diversity of the United States. (13)</td>
<td>C</td>
<td>1 point</td>
</tr>
<tr>
<td>22</td>
<td>Multiple Choice</td>
<td>Economics and Geography</td>
<td>Entrepreneurs in Ohio and the United States organize productive resources and take risks to make a profit and compete with other producers. (23)</td>
<td>C</td>
<td>1 point</td>
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<td>23</td>
<td>Multiple Choice</td>
<td>Government</td>
<td>Individuals have a variety of opportunities to participate in and influence their state and national government. Citizens have both rights and responsibilities in Ohio and the United States. (15)</td>
<td>A</td>
<td>1 point</td>
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<tr>
<td>24</td>
<td>Multiple Choice</td>
<td>Government</td>
<td>Effective participants in a democratic society engage in compromise. (17)</td>
<td>D</td>
<td>1 point</td>
</tr>
<tr>
<td>25</td>
<td>Multiple Choice</td>
<td>Government</td>
<td>The U.S. Constitution establishes a system of limited government and protects citizens’ rights; five of these rights are addressed in the First Amendment. (19)</td>
<td>D</td>
<td>1 point</td>
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<td>26</td>
<td>Multiple Choice</td>
<td>Government</td>
<td>The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches. (21)</td>
<td>B</td>
<td>1 point</td>
</tr>
<tr>
<td>27</td>
<td>Multiple Choice</td>
<td>History</td>
<td>The order of significant events in Ohio and the United States can be shown on a time line. (1)</td>
<td>C</td>
<td>1 point</td>
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<tr>
<td>28</td>
<td>Multiple Choice</td>
<td>History</td>
<td>The inability to resolve standing issues with Great Britain and ongoing conflicts with American Indians led the United States into the War of 1812. Victory in the Battle of Lake Erie contributed to American success in the war. (6)</td>
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<td>1 point</td>
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<td>Multiple Choice</td>
<td>Government</td>
<td>Civic participation requires individuals to make informed and reasoned decisions by accessing and using information effectively. (16)</td>
<td>D</td>
<td>1 point</td>
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<tr>
<td>30</td>
<td>Graphic Response</td>
<td>Economics and 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. (12)</td>
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<td>2 points</td>
</tr>
<tr>
<td>31</td>
<td>Graphic 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. (3)</td>
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<td>1 point</td>
</tr>
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<td>32</td>
<td>Graphic Response</td>
<td>Government</td>
<td>Effective participants in a democratic society engage in compromise. (17)</td>
<td>---</td>
<td>1 point</td>
</tr>
<tr>
<td>33</td>
<td>Graphic Response</td>
<td>History</td>
<td>Many technological innovations that originated in Ohio benefitted the United States. (8)</td>
<td>---</td>
<td>2 points</td>
</tr>
<tr>
<td>34</td>
<td>Graphic Response</td>
<td>History</td>
<td>The inability to resolve standing issues with Great Britain and ongoing conflicts with American Indians led the United States into the War of 1812. Victory in the Battle of Lake Erie contributed to American success in the war. (6)</td>
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<td>2 points</td>
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<tr>
<td>35</td>
<td>Short Answer</td>
<td>Economics and Geography</td>
<td>Ohio's location in the United States and its transportation systems continue to influence the movement of people, products and ideas. (14)</td>
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<tr>
<td>36</td>
<td>Multiple Choice</td>
<td>Government</td>
<td>Individuals have a variety of opportunities to participate in and influence their state and national government. Citizens have both rights and responsibilities in Ohio and the United States. (15)</td>
<td>C</td>
<td>1 point</td>
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<td>Multiple Choice</td>
<td>History</td>
<td>The 13 colonies came together around a common cause of liberty and justice, uniting to fight for independence during the American Revolution and to form a new nation. (4)</td>
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<td>39</td>
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<td>40</td>
<td>Multiple Choice</td>
<td>History</td>
<td>The Northwest Ordinance established a process for the creation of new states and specified democratic ideals to be incorporated in the states of the Northwest Territory. (5)</td>
<td>C</td>
<td>1 point</td>
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<tr>
<td>41</td>
<td>Multiple Choice</td>
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<td>Civic participation requires individuals to make informed and reasoned decisions by accessing and using information effectively. (16)</td>
<td>B</td>
<td>1 point</td>
</tr>
<tr>
<td>42</td>
<td>Graphic Response</td>
<td>Economics and Geography</td>
<td>The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio. (10)</td>
<td>---</td>
<td>2 points</td>
</tr>
<tr>
<td>Question No.</td>
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<td>43</td>
<td>Graphic Response</td>
<td>Government</td>
<td>A constitution is a written plan for government. Democratic constitutions provide the framework for government in Ohio and the United States. (20)</td>
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<td>2 points</td>
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<tr>
<td>44</td>
<td>Short Response</td>
<td>Economics and Geography</td>
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<td>45</td>
<td>Short Response</td>
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<td>A map scale and cardinal and intermediate directions can be used to describe the relative location of physical and human characteristics of Ohio and the United States. (9)</td>
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<td>2 points</td>
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</tbody>
</table>
Grade 4
Social Studies
Spring 2015 Item Release

Question 1

Question and Scoring Guidelines
## Question 1

Identify the rights and responsibilities of a citizen of the United States.
Move each action into the correct column in the chart.

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Following the laws</td>
<td>Protesting</td>
</tr>
<tr>
<td>Paying taxes</td>
<td>Running for office</td>
</tr>
</tbody>
</table>

### Scoring Guidelines

For this item, a full-credit response includes:

- “Protesting” AND “Running for office” under “Rights;”
  
  AND

- “Following the laws” and “Paying taxes” under “Responsibilities” (2 points).

For this item, a partial-credit response includes:

- Any two actions in the correct locations (1 point).

### Points Possible: 2

**Content Standard: Government**

**Content Statement:** Individuals have a variety of opportunities to participate in and influence their state and national government. Citizens have both rights and responsibilities in Ohio and the United States. (15)
Grade 4
Social Studies
Spring 2015 Item Release

Question 1

Sample Responses
Sample Response: 2 points

Identify the rights and responsibilities of a citizen of the United States.

Move each action into the correct column in the chart.

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protesting</td>
<td>Following the laws</td>
</tr>
<tr>
<td>Running for office</td>
<td>Paying taxes</td>
</tr>
</tbody>
</table>

Notes on Scoring

Students differentiate between the rights and responsibilities of citizens in the United States. This response earns full credit (2 points) because it correctly includes “Protesting” AND “Running for office” under “Rights,” and it correctly includes “Following the laws” and “Paying taxes” under “Responsibilities.”
Sample Response: 1 point

Identify the rights and responsibilities of a citizen of the United States. Move each action into the correct column in the chart.

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protesting</td>
<td>Following the laws</td>
</tr>
<tr>
<td>Paying taxes</td>
<td>Running for office</td>
</tr>
</tbody>
</table>

Notes on Scoring

This response earns partial credit (1 point) for including two actions in the correct locations ("Protesting" under "Rights" and "Following the laws" under "Responsibilities").
**Sample Response: 1 point**

Identify the rights and responsibilities of a citizen of the United States.

Move each action into the correct column in the chart.

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protesting</td>
<td></td>
</tr>
<tr>
<td>Running for office</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Following the laws</td>
</tr>
<tr>
<td>Paying taxes</td>
<td></td>
</tr>
</tbody>
</table>

**Notes on Scoring**

This response earns partial credit (1 point) for including two actions in the correct locations ("Protesting" AND "Running for office" under "Rights").
Sample Response: 0 points

Identify the rights and responsibilities of a citizen of the United States. Move each action into the correct column in the chart.

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Following the laws</td>
<td>Running for office</td>
</tr>
<tr>
<td>Paying taxes</td>
<td>Protesting</td>
</tr>
</tbody>
</table>
Grade 4
Social Studies
Spring 2015 Item Release

Question 2

Question and Scoring Guidelines
Question 2

Explain two ways in which American Indians were affected by the westward movement of settlers into Ohio. Type your answer in the space provided.

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. (3)
Scoring Guidelines

Exemplar Response

• American Indians were often forced to leave their land and move west.
• American Indians were introduced to new products and animals.

Other Responses

• American Indians were exposed to new diseases which caused many of them to die.
• American Indians were forced to share their natural resources with the new arrivals/or adapt to different resources.
• Many American Indians were killed by settlers.
• American Indians were often expected to adapt to the European way of life.
• American Indian groups disagreed among each other on how to respond to the settlers and often fought with each other over this issue.
• American Indians fought with settlers.

Score Point Description

2 points The response provides two ways in which American Indians were affected by the settlers.

1 point The response provides one example of how American Indians were affected by the settlers.

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
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Question 2
Sample Responses
Sample Response: 2 points

Notes on Scoring
The response earns full credit (2 points) because it provides two ways in which American Indians were affected by the westward movement of settlers into Ohio:
- “the Indians lost their homes”
- “where they lived not of been able to make a living because there are no t the right resources there”
Sample Response: 2 points

Explain two ways in which American Indians were affected by the westward movement of settlers into Ohio.
Type your answer in the space provided.

American Indians were affect by settlers because they were forced out of there land. Also they were killed fighting for there tribe.

Notes on Scoring

The response earns full credit (2 points) because it provides two ways in which American Indians were affected by the westward movement of settlers into Ohio:
• “they were forced out of there land”
• “they were killed fighting for there tribe”
Sample Response: 1 point

Notes on Scoring

The response earns partial credit (1 point) because it provides one way in which American Indians were affected by the westward movement of settlers into Ohio:
• “settlers killed the Indians”
Sample Response: 1 point

Explain two ways in which American Indians were affected by the westward movement of settlers into Ohio. Type your answer in the space provided.

Two ways the American Indians were affected by the westward movement of settlers into Ohio are the American Indians were forced out of their homes and they were forced to move somewhere else.

Notes on Scoring

The response earns partial credit (1 point) because it provides one way in which American Indians were affected by the westward movement of settlers into Ohio:

- “the American Indians were forced out of their homes and they were forced to move somewhere else”
Sample Response: 1 point

Explain two ways in which American Indians were affected by the westward movement of settlers into Ohio. Type your answer in the space provided.

that it was harder to hunt for animals because the settlers hunted all the animals.

Notes on Scoring

The response earns partial credit (1 point) because it provides one way in which American Indians were affected by the westward movement of settlers into Ohio:
• “it was harder to hunt for animals because the settlers hunted all the animals”
Sample Responses: 0 points

Explain two ways in which American Indians were affected by the westward movement of settlers into Ohio. Type your answer in the space provided.

1.) American Indians were slaves
2.) American Indians had no food

They had to go out of Ohio to live. This was called the Trail of Tears.
Grade 4
Social Studies
Spring 2015 Item Release

Question 3

Question and Scoring Guidelines
Question 3

Identify and explain one possible positive result of a farmer’s decision to use pesticides on his crops. Then, identify and explain one possible negative result of a farmer’s decision to use pesticides on his crops. Type your answer in the space provided.

Points Possible: 4

Content Standard: Economics and 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. (12)
Scoring Guidelines

Exemplar Response

Pesticides could increase the crop yield. Pesticides kill bugs that destroy crops, so using pesticides to control these problems allows the farmer to produce more crops. Pesticides could cause harm to people if they breathe them. Sometimes, some pesticides will remain in the air when it is sprayed on the crop, causing the potential for humans to breathe in dangerous pesticides.

Other Responses

Possible negative responses:

- Pesticides kill off many insects, both the good and the bad. This means that many insects die that are beneficial to the environment.
- Pesticides could get into the water on the farm and nearby streams. This would be harmful to humans.
- Pesticides can kill wildlife. If wildlife is exposed to pesticides, then the wildlife may be harmed.

Score Point | Description
--- | ---
4 points | The response correctly identifies one possible positive result and one possible negative result of a farmer’s decision to use pesticides on his crops and correctly explains each. If the response does not label which consequence is positive and which is negative, use the order of the responses given.
3 points | The response correctly identifies one possible positive result and one possible negative result of a farmer’s decision to use pesticides on his crops, but correctly explains only one of these results. The second explanation is incorrect, vague or missing.
2 points | The response correctly identifies and explains one possible result (either negative or positive) of a farmer’s decision to use pesticides.

OR

The response correctly identifies both a positive and a negative possible result of a farmer’s decision to use pesticides. The explanations are incorrect, vague or missing.

1 point | The response correctly identifies one possible result (either negative or positive) of a farmer’s decision to use pesticides. The other identification and both explanations are incorrect, vague or missing.

OR
The response explains one possible positive or negative result of using pesticides.

0 points

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.”
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Question 3

Sample Responses
Sample Response: 4 points

Identify and explain one possible positive result of a farmer’s decision to use pesticides on his crops.

Then, identify and explain one possible negative result of a farmer’s decision to use pesticides on his crops.

Type your answer in the space provided.

Notes on Scoring

The response earns full credit (4 points) because it correctly identifies (“it gets bugs away so they don’t eat them”) and correctly explains (“because the bugs could eat up all his crops and…he couldn’t sell them”) one positive result of a farmer’s decision to use pesticides on his crops. The response also correctly identifies (“pesticides could be poisons to us if we eat his crops and they still had a little pesticide on them”) and correctly explains (“Then the farmer might not be able to sell his crops anymore so that means he couldn’t make money.”) one negative result of a farmer’s decision to use pesticides on his crops.
Sample Response: 4 points

Identify and explain one possible positive result of a farmer's decision to use pesticides on his crops. Then, identify and explain one possible negative result of a farmer's decision to use pesticides on his crops. Type your answer in the space provided.

One possible effect of putting pesticides on farmers crops is killing bugs eating their crops thats good because theirs more crops then normall to sell. One negative effect of putting pesticides on farmers crops are it could hurt outher animals this is bad because eventually there would be a lout of endangered animals.

Notes on Scoring

The response earns full credit (4 points) because it correctly identifies (“killing bugs eating their crops”) and correctly explains (“because theirs more crops then normall to sell”) one positive result of a farmer’s decision to use pesticides on his crops. The response also correctly identifies (“it could hurt outher animals”) and correctly explains (“because eventually there would be a lout of endangered animals”) one negative result of a farmer’s decision to use pesticides on his crops.
Sample Response: 3 points

Identify and explain one possible positive result of a farmer’s decision to use pesticides on his crops. Then, identify and explain one possible negative result of a farmer’s decision to use pesticides on his crops. Type your answer in the space provided.

His plants will grow because of those pesticides. Sometimes if you put too much then the plants will die. When the plants die then you either go out of business or you have to wait till next year.

Notes on Scoring

The response earns partial credit (3 points) because it correctly identifies (“His plants will grow”) one positive result of a farmer’s decision to use pesticides on his crops, but does not provide an explanation. The response correctly identifies (“if you put too much then the plants will die”) and correctly explains (“When the plants die then you either go out of business or you have to wait till next year.”) one negative result of a farmer’s decision to use pesticides on his crops.
Sample Response: 3 points

Identity and explain one possible positive result of a farmer's decision to use pesticides on his crops. Then, identify and explain one possible negative result of a farmer's decision to use pesticides on his crops. Type your answer in the space provided.

One positive is that it kills all of the bad bugs. One negative thing is that it kills bees and bees pollinate plants.

Notes on Scoring

The response earns partial credit (3 points) because it correctly identifies (“it kills all of the bad bugs”) one positive result of a farmer’s decision to use pesticides on his crops, but does not provide an explanation. The response correctly identifies (“it kills bees”) and correctly explains (“and bees pollinate plants”) one negative result of a farmer’s decision to use pesticides on his crops.
Notes on Scoring

The response earns partial credit (2 points) because it correctly identifies ("it will help them grow") one positive result of a farmer’s decision to use pesticides on his crops. The provided explanation ("Pesticides would be like using manure on grass.") is too vague to earn credit. The response correctly identifies ("the chemicals in it") one negative result of a farmer’s decision to use pesticides on his crops. The provided explanation ("you may want to stay away for a while") is too vague to earn credit.
Sample Response: 2 points

Identify and explain one possible positive result of a farmer’s decision to use pesticides on his crops.

Then, identify and explain one possible negative result of a farmer’s decision to use pesticides on his crops.

Type your answer in the space provided.

One possible result of a farmer using pesticides is that pests would never eat our food.
One negative result of a farmer using pesticides is that many animals will die.

Notes on Scoring

The response earns partial credit (2 points) because it correctly identifies (“pests would never eat our food”) one positive result of a farmer’s decision to use pesticides on his crops, but does not provide an explanation. The response correctly identifies (“many animals will die”) one negative result of a farmer’s decision to use pesticides on his crops, but does not provide an explanation.
Sample Response: 1 point

Identify and explain one possible positive result of a farmer's decision to use pesticides on his crops. Then, identify and explain one possible negative result of a farmer's decision to use pesticides on his crops.

Type your answer in the space provided.

Pesticides protect your plants from bugs and rats.

Notes on Scoring

The response earns partial credit (1 point) because it correctly identifies (“Pesticides protect your plants from bugs”) one positive result of a farmer’s decision to use pesticides on his crops, but does not provide an explanation. The response does not identify and explain one negative result of a farmer’s decision to use pesticides on his crops.
Sample Response: 1 point

Identify and explain one possible positive result of a farmer’s decision to use pesticides on his crops. Then, identify and explain one possible negative result of a farmer’s decision to use pesticides on his crops. Type your answer in the space provided.

One possible positive effect if the crops will grow big.
One negative result is the pesticides might eat all of the food up.

Notes on Scoring

The response earns partial credit (1 point) because it correctly identifies (“the crops will grow big”) one positive result of a farmer’s decision to use pesticides on his crops, but does not provide an explanation. The response incorrectly identifies (“pesticides might eat all of the food up”) one negative result of a farmer’s decision to use pesticides on his crops and does not provide an explanation.
Identify and explain one possible positive result of a farmer’s decision to use pesticides on his crops. Then, identify and explain one possible negative result of a farmer’s decision to use pesticides on his crops. Type your answer in the space provided.

So they will make money for sell there crops to people.

the plants die, positive
the plants stay alive, negative
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Question 4

Question and Scoring Guidelines
Question 4

What was the purpose of the Underground Railroad?

(A) to provide a secret escape route for fugitive slaves who sought their freedom
(B) to provide transportation to slaves who wanted to live in the North
(C) to return escaped slaves to their owners
(D) to continue slavery in the United States

Points Possible: 1

Content Standard: History

Content Statement: Sectional issues divided the United States after the War of 1812. Ohio played a key role in these issues, particularly with the anti-slavery movement and the Underground Railroad. (7)

Scoring Guidelines

Rationale for Option A: **Key** – The Underground Railroad was a secret escape route—a system of safe houses where fugitive slaves could rest as they journeyed North seeking freedom.

Rationale for Option B: The Underground Railroad was not actually a form of transportation; it was a secret escape route for slaves seeking their freedom.

Rationale for Option C: The Fugitive Slave Act of 1850, not the Underground Railroad, was a law that required escaped slaves to be returned to their owners.

Rationale for Option D: The Underground Railroad was a secret escape route for escaping slaves, and it did not support the continuation of slavery in the United States.
Sample Response: 1 point

What was the purpose of the Underground Railroad?

- to provide a secret escape route for fugitive slaves who sought their freedom
- to provide transportation to slaves who wanted to live in the North
- to return escaped slaves to their owners
- to continue slavery in the United States
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Question 5

Question and Scoring Guidelines
Question 5

Which of Ohio’s natural resources powered American railroads and factories in the late 1800s and early 1900s?

A. coal
B. electricity
C. rivers
D. timber

Points Possible: 1

Content Standard: Economics and Geography

Content Statement: The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio. (10)

Scoring Guidelines

Rationale for Option A: Key – Coal is a natural resource found in Ohio that was used to power railroads and factories in the late nineteenth and early twentieth centuries.

Rationale for Option B: Electricity is not a natural resource.

Rationale for Option C: Rivers are a natural resource, but they were not used to power railroads and factories.

Rationale for Option D: Timber is a natural resource, but it is not one used to power railroads and factories.
Sample Response: 1 point

Which of Ohio’s natural resources powered American railroads and factories in the late 1800s and early 1900s?

- [ ] coal
- [ ] electricity
- [ ] rivers
- [ ] timber
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Question 6

Question and Scoring Guidelines
Question 6

What was a major route that Ohio used to transport goods and people to the rest of the country in the early 1800s?

(A) Interstate Highway 71
(B) Appalachian Trail
(C) Cuyahoga River
(D) Ohio River

Points Possible: 1

Content Standard: Economics and Geography

Content Statement: Ohio’s location in the United States and its transportation systems continue to influence the movement of people, products and ideas. (14)

Scoring Guidelines

Rationale for Option A: Interstate 71 is a modern transportation route that was not in use during the early 1800s.

Rationale for Option B: The Appalachian Trail is not located in Ohio.

Rationale for Option C: The Cuyahoga River is in Ohio, but it was not a major commercial route for transporting goods.

Rationale for Option D: Key – The Ohio River was Ohio’s main commercial artery for transporting goods and people to other parts of the nation in the 1800s.
What was a major route that Ohio used to transport goods and people to the rest of the country in the early 1800s?

A  Interstate Highway 71
B  Appalachian Trail
C  Cuyahoga River

Ohio River
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Question 7

Question and Scoring Guidelines
Question 7

What did the Northwest Ordinance ban in the Northwest Territory?

- (A) slavery
- (B) farming
- (C) independent political elections
- (D) settlement by American Indians

Scoring Guidelines

Points Possible: 1

Content Standard: History

Content Statement: The Northwest Ordinance established a process for the creation of new states and specified democratic ideals to be incorporated in the states of the Northwest Territory. (5)

Rationale for Option A: Key – The Northwest Ordinance banned slavery from the Northwest Territory.

Rationale for Option B: Farming was not banned by the Northwest Ordinance.

Rationale for Option C: Independent political elections were not banned; in fact, once a territory’s population reached a certain level, political elections were required for statehood.

Rationale for Option D: Settlement by American Indians was not banned from the Northwest Territory by the Northwest Ordinance; in fact, fair treatment of Indians was encouraged.
Sample Response: 1 point

What did the Northwest Ordinance ban in the Northwest Territory?

- [ ] slavery
- [ ] farming
- [ ] independent political elections
- [ ] settlement by American Indians
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Question 8

Question and Scoring Guidelines
Kyle and Nicole are having an argument about who should get to use the family computer. Help them to solve the argument by choosing whether or not their actions are examples of compromise.

Click the box that correctly describes each action.

<table>
<thead>
<tr>
<th>Action</th>
<th>Example of compromise</th>
<th>Not an example of compromise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kyle tells Nicole she must let him use the computer every day or he will tell their parents.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Nicole and Kyle agree to take turns using the computer each day.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Kyle agrees to let Nicole use the computer on Tuesdays, and Nicole agrees to let Kyle use the computer on Wednesdays.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Nicole tells Kyle he is not allowed to use the computer even when she is not using it.</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Points Possible: 2

Content Standard: Government

Content Statement: Effective participants in a democratic society engage in compromise. (17)
Scoring Guidelines

For this item, a full-credit response includes:

- Clicking on the box in the right-hand column for the first action;
  AND
- Clicking on the box in the left-hand column for the second action;
  AND
- Clicking on the box in the left-hand column for the third action;
  AND
- Clicking on the box in the right-hand column for the fourth action (2 points).

For this item, a partial-credit response includes:

- The student selecting at least two correct answers (1 point).
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Social Studies
Spring 2015 Item Release

Question 8

Sample Responses
Sample Response: 2 points

Kyle and Nicole are having an argument about who should get to use the family computer. Help them to solve the argument by choosing whether or not their actions are examples of compromise.

Click the box that correctly describes each action.

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<tr>
<td>Kyle tells Nicole she must let him use the computer every day or he will tell their parents.</td>
<td>□</td>
<td>✓</td>
</tr>
<tr>
<td>Nicole and Kyle agree to take turns using the computer each day.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Kyle agrees to let Nicole use the computer on Tuesdays, and Nicole agrees to let Kyle use the computer on Wednesdays.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Nicole tells Kyle he is not allowed to use the computer even when she is not using it.</td>
<td>□</td>
<td>✓</td>
</tr>
</tbody>
</table>

Notes on Scoring

Students demonstrate their understanding of a compromise by correctly placing a check in the correct column.

In order to receive full credit (2 points), the student must place:
• The check in the second column for the first action;
• The check in the first column for the second action;
• The check in the first column for the third action;
• The check in the second column for the fourth action.
Kyle and Nicole are having an argument about who should get to use the family computer. Help them to solve the argument by choosing whether or not their actions are examples of compromise.

Click the box that correctly describes each action.

<table>
<thead>
<tr>
<th>Action</th>
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<td></td>
</tr>
<tr>
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<td>Nicole tells Kyle he is not allowed to use the computer even when she is not using it.</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

Notes on Scoring

In order to receive partial credit (1 point), the student must:

• Correctly place the check for two actions.
Sample Response: 1 point

Kyle and Nicole are having an argument about who should get to use the family computer. Help them to solve the argument by choosing whether or not their actions are examples of compromise.

Click the box that correctly describes each action.

<table>
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<td>❌</td>
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<tr>
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<td>❌</td>
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<td>✓</td>
<td>❌</td>
</tr>
</tbody>
</table>

Notes on Scoring

In order to receive partial credit (1 point), the student must:
• Correctly place the check for two actions.
Kyle and Nicole are having an argument about who should get to use the family computer. Help them to solve the argument by choosing whether or not their actions are examples of compromise.

Click the box that correctly describes each action.

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<tr>
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<td>✓</td>
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<td></td>
</tr>
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<td>Nicole tells Kyle he is not allowed to use the computer even when she is not using it.</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
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Question 9

Question and Scoring Guidelines
Question 9

This chart shows different resources a bakery owner needs to have a successful business.
Identify the resources this entrepreneur needs to make the business successful.
Move each resource into the correct box in the chart.

Points Possible: 2

Content Standard: Economics and Geography

Content Statement: Entrepreneurs in Ohio and the United States organize productive resources and take risks to make a profit and compete with other producers. (23)
**Scoring Guidelines**

For this item, a full-credit response includes:

- "workers...bread" in the "Human Resources" column;
  
  AND

- "bakers...bread" in the "Human Resources" column;
  
  AND

- "ovens...bread" in the "Capital Goods" column;
  
  AND

- "trucks...bread" in the "Capital Goods" column (2 points).

For this item, a partial-credit response includes:

- Two or more correct responses of those given in the full-credit response rubric (1 point).
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Question 9

Sample Responses
Sample Response: 2 points

This chart shows different resources a bakery owner needs to have a successful business.
Identify the resources this entrepreneur needs to make the business successful.
Move each resource into the correct box in the chart.

Notes on Scoring
The students demonstrate their knowledge of human resources and capital goods by correctly placing the boxes.

In order to receive full credit (2 points), the student must place:
• “workers to sell bread” in the “Human Resources” column;
• “bakers to make bread” in the “Human Resources” column;
• “ovens to bake bread” in the “Capital Goods” column;
• “trucks to deliver bread” in the “Capital Goods” column.
Sample Response: 1 point

This chart shows different resources a bakery owner needs to have a successful business. Identify the resources this entrepreneur needs to make the business successful. Move each resource into the correct box in the chart.

Notes on Scoring

In order to receive partial credit (1 point), the student must place:

- Two or more correct responses.
Sample Response: 1 point

This chart shows different resources a bakery owner needs to have a successful business.

Identify the resources this entrepreneur needs to make the business successful.

Move each resource into the correct box in the chart.

Notes on Scoring

In order to receive partial credit (1 point), the student must place:
• Two or more correct responses.
This chart shows different resources a bakery owner needs to have a successful business.

Identify the resources this entrepreneur needs to make the business successful.

Move each resource into the correct box in the chart.
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Question 10  

Question and Scoring Guidelines
Question 10

What is one responsibility of the executive branch of the U.S. government?

A. to interpret the law
B. to enforce the law
C. to set tax rates
D. to declare war

Points Possible: 1

Content Standard: Government

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

Scoring Guidelines

Rationale for Option A: The judicial branch of the government interprets the law.

Rationale for Option B: Key – The executive branch enforces the law.

Rationale for Option C: Congress (legislative branch) is responsible for establishing taxes.

Rationale for Option D: Only Congress has the power to declare war.
Sample Response: 1 point

What is one responsibility of the executive branch of the U.S. government?

- [ ] A  to interpret the law
- [x] B  to enforce the law
- [ ] C  to set tax rates
- [ ] D  to declare war
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Question 11

Question and Scoring Guidelines
Question 11

What was a lasting result of the Battle of Fallen Timbers?

A. The Shawnee Indians assumed a greater role in U.S. political life.
B. The United States acquired much of the Ohio Country.
C. The French took control of Canada from Britain.
D. The United States lost control of Zane’s Trace.

Points Possible: 1

Content Standard: History

Content Statement: The inability to resolve standing issues with Great Britain and ongoing conflicts with American Indians led the United States into the War of 1812. Victory in the Battle of Lake Erie contributed to American success in the war. (6)

Scoring Guidelines

Rationale for Option A: The Shawnee were part of the coalition of American Indians who lost the Battle of Fallen Timbers. They were not able to assume a larger role in U.S. political life.

Rationale for Option B: Key – As a result of its victory in the Battle of Fallen Timbers, the United States gained control of much of the Ohio Country.

Rationale for Option C: France lost colonial control over New France (Quebec) to Britain in 1763 after the Seven Years War.

Rationale for Option D: The United States won the Battle of Fallen Timbers and as a result did not lose land or access to land.
What was a lasting result of the Battle of Fallen Timbers?

A. The Shawnee Indians assumed a greater role in U.S. political life.
B. The United States acquired much of the Ohio Country.
C. The French took control of Canada from Britain.
D. The United States lost control of Zane’s Trace.
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Question 12

Question and Scoring Guidelines
Question 12

Look at the information in the graph.

Create a title for the graph based on the information included in it.

Type your answer in the space provided.

Points Possible: 1

Content Standard: Economics and Geography

Content Statement: Tables and charts help people to understand information and issues. Tables organize information in columns and rows. Charts organize information in a variety of visual formats (pictures, diagrams, graphs). (22)
## Scoring Guidelines

<table>
<thead>
<tr>
<th>Score Point</th>
<th>Description</th>
</tr>
</thead>
</table>
| 1 point     | Response includes one of the following:  
  - Number of people per state  
  - Population of states  
  - Population per state |
| 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 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." |
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Question 12

Sample Responses
Sample Response: 1 point

Look at the information in the graph.
Create a title for the graph based on the information included in it.

Population in 2008
(millions of people)

<table>
<thead>
<tr>
<th>States</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York</td>
<td>22</td>
</tr>
<tr>
<td>Ohio</td>
<td>12</td>
</tr>
<tr>
<td>Arizona</td>
<td>6</td>
</tr>
<tr>
<td>Wyoming</td>
<td>1</td>
</tr>
</tbody>
</table>

Type your answer in the space provided.

Populations of New York, Ohio, Arizona, and Wyoming in 2008 (in millions)

Notes on Scoring

Students interpret the graph and decide the best title for the graph.

In order for students to receive full credit (1 point), information from both the x-axis (States) and y-axis (Population) must be correctly referenced in the response.

This response is consistent with the responses listed in the Scoring Guidelines.
Sample Response: 1 point

Look at the information in the graph.
Create a title for the graph based on the information included in it.

Type your answer in the space provided.

The Amount of People in Different States

Notes on Scoring

This response is consistent with the responses listed in the Scoring Guidelines.
Sample Response: 1 point

Look at the information in the graph.
Create a title for the graph based on the information included in it.

Population in 2008 (millions of people)

New York, Ohio, Arizona, Wyoming

Type your answer in the space provided.

states population n 2008

Notes on Scoring
This response is consistent with the responses listed in the Scoring Guidelines.
Look at the information in the graph.
Create a title for the graph based on the information included in it.

Type your answer in the space provided.

big city's have a lot more people
Look at the information in the graph.
Create a title for the graph based on the information included in it.

Population in 2008 (millions of people)

New York | Ohio | Arizona | Wyoming
---|---|---|---
22 | 14 | 8 | 1

States

Type your answer in the space provided.

The Population in 2008
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Question 13

Question and Scoring Guidelines
Question 13

Which sentence describes a voter who is well-prepared to vote?

A. The voter learns where each candidate grew up.
B. The voter compares the points made by each candidate.
C. The voter determines which candidate is most likely to win.
D. The voter figures out which candidate his or her friends are voting for.

Points Possible: 1

Content Standard: Government

Content Statement: Civic participation requires individuals to make informed and reasoned decisions by accessing and using information effectively. (16)

Scoring Guidelines

Rationale for Option A: Knowing where a candidate grew up does not adequately inform a voter on the issues or candidates.

Rationale for Option B: Key – An informed voter compares the candidates and their platforms before voting.

Rationale for Option C: Hypothesizing who is most likely to win will not adequately prepare a voter for voting because it does not help a voter learn about the candidates or the issues.

Rationale for Option D: Knowing who your friends are voting for does not adequately prepare a voter for voting as it does not help a voter learn about the candidates or the issues.
Sample Response: 1 point

Which sentence describes a voter who is well-prepared to vote?

A. The voter learns where each candidate grew up.
B. The voter compares the points made by each candidate.
C. The voter determines which candidate is most likely to win.
D. The voter figures out which candidate his or her friends are voting for.
Question 14

Identify which events encouraged the colonists to fight against Great Britain in the Revolutionary War. Click the three boxes you want to select.

Points Possible: 2

Content Standard: History

Content Statement: The 13 colonies came together around a common cause of liberty and justice, uniting to fight for independence during the American Revolution and to form a new nation. (4)
**Scoring Guidelines**

For this item, a full-credit response includes:

- “The colonists had no...government.” selected;
  
  AND

- “The colonists, unhappy...themselves.” selected;
  
  AND

- “The colonists...unjust.” selected (2 points).

For this item, a partial-credit response includes:

- At least two correct events selected (1 point).
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Question 14

Sample Responses
Sample Response: 2 points

Identify which events encouraged the colonists to fight against Great Britain in the Revolutionary War.

Click the three boxes you want to select.
• To remove your selection, click a box again.

- The colonists had no representation in government.
- The colonists, unhappy with the British, began to think of themselves as American and wanted to govern themselves.
- The colonists felt that the taxes placed on them by the British were unjust.
- The Americans formed a new national government under the Articles of Confederation.
- The colonists had no representation in government.
- The colonists found the Articles of Confederation unsuccessful and wrote the Constitution to replace the Articles of Confederation.
- The colonists fought against the British in the Revolutionary War.

Notes on Scoring

In order to receive full credit (2 points), students must correctly select:
• “The colonists had no representation in government.”
• “The colonists, unhappy with the British, began to think of themselves as American and wanted to govern themselves.”
• “The colonists felt that the taxes placed on them by the British were unjust.”
Sample Response: 1 point

Identify which events encouraged the colonists to fight against Great Britain in the Revolutionary War.

Click the three boxes you want to select.

• To remove your selection, click a box again.

<table>
<thead>
<tr>
<th>The Americans formed a new national government under the Articles of Confederation.</th>
<th>The colonists were unhappy with the British, began to think of themselves as American and wanted to govern themselves.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The colonists felt that the taxes placed on them by the British were unjust.</td>
<td>The colonists had no representation in government.</td>
</tr>
<tr>
<td>The colonists found the Articles of Confederation unsuccessful and wrote the Constitution to replace the Articles of Confederation.</td>
<td>The colonists fought against the British in the Revolutionary War.</td>
</tr>
</tbody>
</table>

Notes on Scoring

In order to receive partial credit (1 point), students must select:

• At least two correct events.
Sample Response: 1 point

Identify which events encouraged the colonists to fight against Great Britain in the Revolutionary War.

Click the three boxes you want to select.

- To remove your selection, click a box again.

| The Americans formed a new national government under the Articles of Confederation. |
| The colonists, unhappy with the British, began to think of themselves as American and wanted to govern themselves. |
| The colonists felt that the taxes placed on them by the British were unjust. |
| The colonists had no representation in government. |
| The colonists found the Articles of Confederation unsuccessful and wrote the Constitution to replace the Articles of Confederation. |
| The colonists fought against the British in the Revolutionary War. |

Notes on Scoring

In order to receive partial credit (1 point), students must select:

- At least two correct events.
Sample Responses: 0 points

Identify which events encouraged the colonists to fight against Great Britain in the Revolutionary War.

Click the three boxes you want to select.

- To remove your selection, click a box again.

| The Americans formed a new national government under the Articles of Confederation. |
| The colonists, unhappy with the British, began to think of themselves as American and wanted to govern themselves. |
| The colonists felt that the taxes placed on them by the British were unjust. |
| The colonists had no representation in government. |
| The colonists found the Articles of Confederation unsuccessful and wrote the Constitution to replace the Articles of Confederation. |
| The colonists fought against the British in the Revolutionary War. |
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Question 15

Question and Scoring Guidelines
Question 15

The town council of Foxville is considering passing a bill that would prohibit bicycling in the park. Mr. Smith is unhappy with this bill and has written a letter and gathered signatures asking the town council not to pass the law.

How are Mr. Smith’s actions protected by the First Amendment?

(A) by giving him the right to petition
(B) by protecting his freedom of press
(C) by protecting his freedom of religion
(D) by giving him the right to own property

Points Possible: 1

Content Standard: Government

Content Statement: The U.S. Constitution establishes a system of limited government and protects citizens’ rights; five of these rights are addressed in the First Amendment. (19)

Scoring Guidelines

Rationale for Option A: Key – The right to freedom of speech means individuals are free to petition government bodies and representatives to persuade them to take specific action.

Rationale for Option B: Mr. Smith is not known to be part of the press.

Rationale for Option C: Religion is irrelevant to this example.

Rationale for Option D: Mr. Smith is not exercising this right. By writing a letter, he is petitioning the town council.
The town council of Foxville is considering passing a bill that would prohibit bicycling in the park. Mr. Smith is unhappy with this bill and has written a letter and gathered signatures asking the town council not to pass the law.

How are Mr. Smith's actions protected by the First Amendment?

- by giving him the right to petition
- by protecting his freedom of press
- by protecting his freedom of religion
- by giving him the right to own property
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Question 16

Question and Scoring Guidelines
A time line and a paragraph about the history of Ohio are shown.

Read the paragraph and put the events described in the correct order on the time line.

Move each of the three events into the blank boxes on the time line.

Points Possible: 1

Content Standard: History

Content Statement: The order of significant events in Ohio and the United States can be shown on a time line. (1)

Scoring Guidelines

For this item, a full-credit response includes:

• “France claimed...Ohio” in the left box;
  AND

• “Britain took control...Ohio” in the center box;
  AND

• “Ohio became...United States” in the right box (1 point).
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Question 16

Sample Responses
A time line and a paragraph about the history of Ohio are shown.

Read the paragraph and put the events described in the correct order on the timeline.

Move each of the three events into the blank boxes on the timeline.

---

**Notes on Scoring**

Students use information in the reading to complete the timeline.

In order to receive full credit (1 point), students must correctly place:

- “France claimed the land that would become Ohio” in the left box;
- “Britain took control of what would become Ohio” in the center box;
- “Ohio became part of the United States” in the right box.
A timeline and a paragraph about the history of Ohio are shown.

Read the paragraph and put the events described in the correct order on the time line.

Move each of the three events into the blank boxes on the time line.

---

Showing Historic Events on a Time Line

Ohio became part of the United States in 1803, but it had a long history before that. In 1671, French leaders claimed to own the land that would become Ohio. Later, though, the French lost a war against Britain. In 1763, Britain took control of France's territory in the Northwest. In the coming years, more and more settlers began moving to the land. Today, millions of people live in Ohio.

Time Line of Ohio History

- Britain took control of what would become Ohio
- France claimed the land that would become Ohio
- Ohio became part of the United States
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Question 17

Question and Scoring Guidelines
Question 17

Democratic constitutions play an important role in Ohio and the United States. Identify three roles of democratic constitutions. Move the roles you want to select into the blank boxes.

Roles of Constitutions

- Deciding what goods to produce
- Declaring national holidays
- Defining authority of elected officials
- Describing how power is divided
- Limiting the power of the government
- Making formal declarations of war

Points Possible: 2

Content Standard: Government

Content Statement: A constitution is a written plan for government. Democratic constitutions provide the framework for government in Ohio and the United States. (20)

Scoring Guidelines

For this item, a full-credit response includes:

- “Describing how power is divided” under “Roles of Constitutions”;
  AND
- “Limiting the power of the government” under “Roles of Constitutions”;
  AND
- “Defining authority of elected officials” under “Roles of Constitutions” (2 points).

For this item, a partial-credit response includes:

- Any two roles in the correct locations (1 point).
Sample Response: 2 points

Democratic constitutions play an important role in Ohio and the United States.
Identify three roles of democratic constitutions.
Move the roles you want to select into the blank boxes.

Notes on Scoring

Students identify the role of constitutions by correctly moving the correct roles in the boxes.

In order to receive full credit (2 points), students must correctly place:
• “Describing how power is divided” under “Roles of Constitutions;”
• “Limiting the power of the government” under “Roles of Constitutions;”
• “Defining authority of elected officials” under “Roles of Constitutions.”
Sample Response: 1 point

Democratic constitutions play an important role in Ohio and the United States. Identify **three** roles of democratic constitutions. Move the roles you want to select into the blank boxes.

**Notes on Scoring**

In order to receive partial credit (1 point), students must place:
• Any two roles in the correct locations (1 point).
Sample Response: 1 point

Democratic constitutions play an important role in Ohio and the United States. Identify three roles of democratic constitutions. Move the roles you want to select into the blank boxes.

Notes on Scoring

In order to receive partial credit (1 point), students must place:

• Any two roles in the correct locations (1 point).
Democratic constitutions play an important role in Ohio and the United States.

Identify **three** roles of democratic constitutions.

Move the roles you want to select into the blank boxes.

---

**Roles of Constitutions**

- Defining authority of elected officials
- Deciding what goods to produce
- Making formal declarations of war

- Declaring national holidays
- Limiting the power of the government
- Describing how power is divided
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Question 18

Question and Scoring Guidelines
A bar graph showing the distribution of the urban and rural populations in the United States between 1800 and 1990 is shown.

United States Urban and Rural Population, 1800–1990

<table>
<thead>
<tr>
<th>Year</th>
<th>Urban</th>
<th>Rural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1800</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>1850</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>1900</td>
<td>60</td>
<td>40</td>
</tr>
<tr>
<td>1950</td>
<td>40</td>
<td>60</td>
</tr>
<tr>
<td>1990</td>
<td>20</td>
<td>80</td>
</tr>
</tbody>
</table>

Describe the changes in both the urban and rural populations represented in the bar graph. Type your answer in the space provided.

Points Possible: 2

Content Standard: Government

Content Statement: Civic participation requires individuals to make informed and reasoned decisions by accessing and using information effectively. (16)
Scoring Guidelines

Exemplar Response

- The percentage of the population living in rural areas has steadily decreased, while the percentage of the population living in urban areas has steadily increased.

Other Responses

- More people have moved to the city than to the country because the urban population has increased.
- A smaller percentage of the population lived in the country in 1990 than those who lived in the country in 1800.
- More people lived in rural areas in 1800, but now more people live in urban areas. In 1800, the least number of people lived in urban areas, but now the least number of people live in rural areas.

Score Point | Description
--- | ---
2 points | The response correctly describes the trend of both populations in the graph.
| OR
| The response correctly describes the trend of where the most people live and where the least number of people live.

**Note:** The graph shows changes in the population's relative proportions; it does not show changes in the total number of people living in rural and urban areas.

1 point | The response correctly describes the trend of one population, but not the other.
| OR
| The response correctly describes the trend of either where the most people live or where the least number of people live.
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."
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Question 18

Sample Responses
A bar graph showing the distribution of the urban and rural populations in the United States between 1800 and 1990 is shown.

United States Urban and Rural Population, 1800–1990

Percent of Population

Urban
\[\text{Rural}\]

Describe the changes in both the urban and rural populations represented in the bar graph.

In the urban areas the population went up but in the Rural areas the population went down because, for urban areas in the 1800 the population was about 5 but in the 1990 the population went up to about 80. And for the Rural areas in the 1800 it started out as 100 and then in 1990 the population went down to about 30.

Notes on Scoring

This response earns full credit (2 points) because the student correctly describes the trend of both the urban and rural populations in the graph (“In the urban areas the population went up but in the Rural areas the population went down”).
A bar graph showing the distribution of the urban and rural populations in the United States between 1800 and 1990 is shown.

United States Urban and Rural Population, 1800–1990

Percent of Population

Urban  Rural

1800  1850  1900  1950  1990

Describe the changes in both the urban and rural populations represented in the bar graph.

Type your answer in the space provided.

When the urban areas increased while the rural areas decreased.

Notes on Scoring

This response earns full credit (2 points) because the student correctly describes the trend of both the urban and rural populations in the graph (“the urban areas increased while the rural areas decreased”).
Sample Response: 1 point

A bar graph showing the distribution of the urban and rural populations in the United States between 1800 and 1990 is shown.

United States Urban and Rural Population, 1800-1990

![Bar graph showing the distribution of urban and rural populations.]

Percent of Population

- **Urban**
- **Rural**

1800 1850 1900 1950 1990

Describe the changes in both the urban and rural populations represented in the bar graph.

Type your answer in the space provided.

Over the years people started to move to urban places.

Notes on Scoring

This response earns partial credit (1 point) because the student correctly describes only the trend for urban places (“Over the years people started to move to urban places.”).
Sample Response: 1 point

A bar graph showing the distribution of the urban and rural populations in the United States between 1800 and 1990 is shown.

United States Urban and Rural Population, 1800–1990

Describe the changes in both the urban and rural populations represented in the bar graph.

Type your answer in the space provided.

From 1800 to 1900 urban grows in population.

Notes on Scoring

This response earns partial credit (1 point) because the student correctly describes only the trend for urban places (“From 1800 to 1900 urban grows in population.”).
A bar graph showing the distribution of the urban and rural populations in the United States between 1800 and 1990 is shown.

United States Urban and Rural Population, 1800–1990

<table>
<thead>
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<td>40</td>
</tr>
<tr>
<td>1990</td>
<td>80</td>
<td>20</td>
</tr>
</tbody>
</table>

Describe the changes in both the urban and rural populations represented in the bar graph.

Type your answer in the space provided.

They both are getting larger and larger as they go.

Notes on Scoring

This response earns no credit (0 points) because the student indicates inadequate understanding of the concept needed to answer the item.
Sample Response: 0 points

A bar graph showing the distribution of the urban and rural populations in the United States between 1800 and 1990 is shown.

United States Urban and Rural Population, 1800-1990

Describe the changes in both the urban and rural populations represented in the bar graph.

Type your answer in the space provided.

Some of the changes in both the rural and urban populations are as the rural populations go up the urban populations go down.

Notes on Scoring

This response earns no credit (0 points) because it indicates inadequate understanding of the concept needed to answer the item. The trends are reversed in this response.
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Question 19

Question and Scoring Guidelines
Question 19

A student is writing a report on the early settlers of Ohio. A list of her sources is shown.
Identify the two primary sources on the list.
Click the two primary sources.

**Content Standard:** History

**Content Statement:** Primary and secondary sources can be used to create historical narratives. (2)

**Points Possible:** 2
Scoring Guidelines

For this item, a full-credit response includes:

- "Maps of early Ohio settlements drawn by a canal boat captain" selected;
  AND
- "A diary written by an early settler in Ohio" selected (2 points).

For this item, a partial-credit response includes:

- "Maps of early Ohio settlements drawn by a canal boat captain" selected;
  OR
- "A diary written by an early settler in Ohio" selected (1 point).
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Question 19

Sample Responses
Sample Response: 2 points

A student is writing a report on the early settlers of Ohio. A list of her sources is shown.
Identify the two primary sources on the list.
Click the two primary sources.

Notes on Scoring
This response receives full credit (2 points) because both primary sources are correctly selected.
Sample Response: 1 point

A student is writing a report on the early settlers of Ohio. A list of her sources is shown.
Identify the two primary sources on the list.
Click the two primary sources.

Primary and Secondary Sources

Resources:
- Maps of early Ohio settlements drawn by a canal boat captain
- An encyclopedia article on Ohio settlers
- A book by a teacher who studied Ohio settlers
- A diary written by an early settler in Ohio
- A textbook chapter that discusses the settlement of Ohio

Notes on Scoring
This response receives partial credit (1 point) for one correct and one incorrect selection.
Sample Response: 1 point

A student is writing a report on the early settlers of Ohio. A list of her sources is shown.

Identify the two primary sources on the list.

Click the two primary sources.

Notes on Scoring

This response receives partial credit (1 point) for one correct and one incorrect selection.
Notes on Scoring

This response receives no credit (0 points) for incorrect selections.
Sample Response: 0 points

A student is writing a report on the early settlers of Ohio. A list of her sources is shown.

Identify the **two** primary sources on the list.

Click the **two** primary sources.

### Primary and Secondary Sources

**Resources:**

- Maps of early Ohio settlements drawn by a canal boat captain
- An encyclopedia article on Ohio settlers
- A book by a teacher who studied Ohio settlers
- A diary written by an early settler in Ohio
- A textbook chapter that discusses the settlement of Ohio

**Notes on Scoring**

This response receives no credit (0 points) for incorrect selections.
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Question 20

Question and Scoring Guidelines
Question 20

A map of Pennsylvania cities is shown.

Pennsylvania Cities

Martin traveled from Harrisburg to Pittsburgh.
In which direction did he travel?

A north
B south
C east
D west

Points Possible: 1

Content Standard: Economics and Geography

Content Statement: A map scale and cardinal and intermediate directions can be used to describe the relative location of physical and human characteristics of Ohio and the United States. (9)
Scoring Guidelines

**Rationale for Option A:** This is incorrect. The direction from Harrisburg to Pittsburgh is not north.

**Rationale for Option B:** This is incorrect. The direction from Harrisburg to Pittsburgh is not south.

**Rationale for Option C:** This is incorrect. The direction from Harrisburg to Pittsburgh is not east.

**Rationale for Option D:** Key – The direction from Harrisburg to Pittsburgh is west.

Sample Response: 1 point
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Question 21

Question and Scoring Guidelines
Question 21

During the early 1900s, which part of the world did most immigrants to Ohio come from?

A. Africa
B. Asia
C. Europe
D. South America

Points Possible: 1

Content Standard: Economics and Geography

Content Statement: The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohio’s population has become increasingly reflective of the cultural diversity of the United States. (13)

Scoring Guidelines

Rationale for Option A: This is incorrect. While some immigrants may have come to Ohio from Africa, African countries were not the countries of origin for most of the immigrants who came to Ohio during the early 1900s; European countries were.

Rationale for Option B: This is incorrect. While some immigrants may have come to Ohio from Asia, Asian countries were not the countries of origin for most of the immigrants who came to Ohio during the early 1900s; European countries were.

Rationale for Option C: Key – In the early 1900s, most immigrants to Ohio came from countries in Europe.

Rationale for Option D: This is incorrect. While some immigrants may have come to Ohio from South America, South American countries were not the countries of origin for most of the immigrants who came to Ohio during the early 1900s; European countries were.
Sample Response: 1 point

During the early 1900s, which part of the world did most immigrants to Ohio come from?

(A) Africa
(B) Asia
(C) Europe
(D) South America
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Question 22

Question and Scoring Guidelines
Question 22

Why are entrepreneurs important in the production of goods?

A. They sell products without trying to make a profit.
B. They make laws that protect the rights of workers.
C. They organize resources such as money and labor.
D. They reduce the number of employees needed overall.

Points Possible: 1

Content Standard: Economics and Geography

Content Statement: Entrepreneurs in Ohio and the United States organize productive resources and take risks to make a profit and compete with other producers. (23)

Scoring Guidelines

Rationale for Option A: This is incorrect. Entrepreneurs typically take risks to start businesses in order to make a profit.

Rationale for Option B: This is incorrect. Entrepreneurs are not government leaders; they cannot create laws.

Rationale for Option C: Key – Entrepreneurs must organize resources such as money and labor in order to start a business.

Rationale for Option D: This is incorrect. Entrepreneurs create new business ventures and increase the number of jobs available overall.
Sample Response: 1 point

Why are entrepreneurs important in the production of goods?

A. They sell products without trying to make a profit.
B. They make laws that protect the rights of workers.
C. They organize resources such as money and labor.
D. They reduce the number of employees needed overall.
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Question 23

Question and Scoring Guidelines
Question 23

Which action is one way that middle school students can influence the government?

A. writing letters
B. obeying the law
C. attending school
D. voting in elections

Points Possible: 1

Content Standard: Government

Content Statement: Individuals have a variety of opportunities to participate in and influence their state and national government. Citizens have both rights and responsibilities in Ohio and the United States. (15)

Scoring Guidelines

Rationale for Option A: Key – Middle school students can impact the government by writing letters to representatives.

Rationale for Option B: This is incorrect. Although obeying the law is an important attribute of responsible citizenship, it is not a way to directly influence the government.

Rationale for Option C: This is incorrect. Although being an informed citizen is an important attribute of responsible citizenship, attending school is not a way to directly influence the government.

Rationale for Option D: This is incorrect. Middle school students are not old enough to vote in elections.
Sample Response: 1 point

Which action is one way that middle school students can influence the government?

- writing letters
- obeying the law
- attending school
- voting in elections
Question 24

You are trying to reach an agreement with others.
Which situation is a strategy for reaching a compromise?

(A) You decide not to participate in the discussion.
(B) You do what people on the other side want because it is easier.
(C) You stick to your opinion no matter what people on the other side say.
(D) You look for a common goal where each side gets something they want.

Points Possible: 1

Content Standard: Government

Content Statement: Effective participants in a democratic society engage in compromise. (17)

Scoring Guidelines

Rationale for Option A: This is incorrect. This is not a strategy for compromise because it does not involve you making concessions or meeting the other side halfway.

Rationale for Option B: This is incorrect. This is not a strategy for compromise because, when making a compromise, you need to think about what is best for everyone, not just what is easiest.

Rationale for Option C: This is incorrect. This is not a strategy for compromise because you do not consider the common good or look for ways you can meet the other side halfway.

Rationale for Option D: Key – This is a strategy for compromise because you seek a common goal and make concessions or meet the other side halfway.
Sample Response: 1 point

You are trying to reach an agreement with others.
Which situation is a strategy for reaching a compromise?

(A) You decide not to participate in the discussion.
(B) You do what people on the other side want because it is easier.
(C) You stick to your opinion no matter what people on the other side say.

- You look for a common goal where each side gets something they want.
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Question 25

Question and Scoring Guidelines
Question 25

Mr. Johnson is not happy with the way the city council is governing his town. He decides to voice his opinion to his fellow citizens at the next city council meeting.

Which First Amendment right is he using?

- A press
- B property
- C religion
- D speech

Points Possible: 1

Content Standard: Government

Content Statement: The U.S. Constitution establishes a system of limited government and protects citizens' rights; five of these rights are addressed in the First Amendment. (19)

Scoring Guidelines

Rationale for Option A: This is incorrect. The freedom of the press deals more with reporters and one's right to publish, not one's right to stand up and speak.

Rationale for Option B: This is incorrect. The situation does not relate to the right to own property.

Rationale for Option C: This is incorrect. The freedom of religion allows all citizens to practice whatever religion they wish.

Rationale for Option D: Key – By standing up and expressing his opinions, Mr. Johnson is exercising his First Amendment right to freedom of speech.
Sample Response: 1 point

Mr. Johnson is not happy with the way the city council is governing his town. He decides to voice his opinion to his fellow citizens at the next city council meeting.

Which First Amendment right is he using?

A. press  
B. property  
C. religion  
D. speech
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Question 26

Question and Scoring Guidelines
Question 26

Which branch of government makes laws?

- A. administrative
- B. legislative
- C. executive
- D. judicial

**Points Possible:** 1

**Content Standard:** Government

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

**Scoring Guidelines**

**Rationale for Option A:** This is incorrect. This is not a branch of government.

**Rationale for Option B:** Key – The legislative branch creates new laws.

**Rationale for Option C:** This is incorrect. The executive branch does not pass laws; it carries out and enforces laws.

**Rationale for Option D:** This is incorrect. The judicial branch does not pass laws; it interprets and applies the law.
Sample Response: 1 point

Which branch of government makes laws?

- [ ] A. administrative
- [x] B. legislative
- [ ] C. executive
- [ ] D. judicial
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Question 27

Question and Scoring Guidelines
Question 27

Points Possible: 1

Content Standard: History

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

Rationale for Option A: This is incorrect. The marks used in this time line are set at every 20 years in the century from 1760 to 1860.

Rationale for Option B: This is incorrect. The marks used in this time line are set at every 20 years in the century from 1760 to 1860.

Rationale for Option C: Key – The century-long period from 1760 – 1860 is broken up into five segments, meaning that each marker represents the end of a 20-year time period.

Rationale for Option D: This is incorrect. The marks used in this time line are set at every 20 years in the century from 1760 to 1860.

Sample Response: 1 point
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Question 28

Question and Scoring Guidelines
Question 28

The Treaty of Greenville was signed between American Indians in Ohio and the United States in 1795.
What was one effect of the Treaty?

B) The American Indians declared war on many British forts.
C) The American Indians formed an alliance with the French.
D) The American Indians gave up their claims to land in much of Ohio.

Points Possible: 1

Content Standard: History

Content Statement: The inability to resolve standing issues with Great Britain and ongoing conflicts with American Indians led the United States into the War of 1812. Victory in the Battle of Lake Erie contributed to American success in the war. (6)

Scoring Guidelines

Rationale for Option A: This is incorrect. The American Indians were not made U.S. citizens as part of the Treaty of Greenville.

Rationale for Option B: This is incorrect. The American Indians did not declare war on many British forts. Great Britain and the American Indians were allies during the Battle of Fallen Timbers.

Rationale for Option C: This is incorrect. The American Indians formed an alliance with the British before the Battle of Fallen Timbers. An alliance existed between the French and American Indians during the French and Indian War, but not in 1795.
Rationale for Option D: Key – The defeated American Indians signed a treaty in which they gave up their claims to land in Ohio and other parts of the Northwest Territory.

Sample Response: 1 point

The Treaty of Greenville was signed between American Indians in Ohio and the United States in 1795.

What was one effect of the Treaty?

A. The American Indians became U.S. citizens.
B. The American Indians declared war on many British forts.
C. The American Indians formed an alliance with the French.
D. The American Indians gave up their claims to land in much of Ohio.
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Question 29

Question and Scoring Guidelines
Question 29

Which statement describes the data in the bar graph?

B. Ohio’s population increased between 1960 and 1980, then decreased between 1980 and 2000.
C. Ohio’s population decreased between 1960 and 1980, then increased between 1980 and 2000.
D. Ohio’s population increased between 1960 and 1980, then increased between 1990 and 2000.

Points Possible: 1

Content Standard: Government

Content Statement: Civic participation requires individuals to make informed and reasoned decisions by accessing and using information effectively. (16)
**Scoring Guidelines**

**Rationale for Option A:** This is incorrect. Ohio's population increased from 1960 – 2000.

**Rationale for Option B:** This is incorrect. The bar graph shows only an increase, not an increase then a decrease.

**Rationale for Option C:** This is incorrect. The bar graph shows only an increase, not a decrease then an increase.

**Rationale for Option D:** **Key** – Ohio's population increased from 9.7 million in 1960 to 11.3 million in 2000.

**Sample Response: 1 point**

![Bar graph of data showing population of Ohio, 1960-2000.](image)

Which statement describes the data in the bar graph?

- B. Ohio’s population increased between 1960 and 1980, then decreased between 1980 and 2000.
- C. Ohio’s population decreased between 1960 and 1980, then increased between 1980 and 2000.
- D. Ohio’s population increased between 1960 and 1980, then increased between 1990 and 2000.
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Social Studies
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Question 30

Question and Scoring Guidelines
Question 30

People’s actions cause helpful and harmful effects. This chart shows some of these effects.

Complete the chart by identifying the causes that could lead to the effects shown.

Move each cause into the correct blank box in the chart.

• You do not need to use all the actions.

<table>
<thead>
<tr>
<th>Positive and Negative Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cause 1</strong></td>
</tr>
<tr>
<td><strong>How It Helps:</strong></td>
</tr>
<tr>
<td>Helps people move faster</td>
</tr>
<tr>
<td><strong>Problems it Causes:</strong></td>
</tr>
<tr>
<td>Removes trees and adds pollution to the air</td>
</tr>
<tr>
<td><strong>Cause 2</strong></td>
</tr>
<tr>
<td><strong>How It Helps:</strong></td>
</tr>
<tr>
<td>Helps plants grow quickly</td>
</tr>
<tr>
<td><strong>Problems it Causes:</strong></td>
</tr>
<tr>
<td>Can pollute water and sicken animals</td>
</tr>
</tbody>
</table>

- People build more apartments.
- People make larger highways.
- People change the course of rivers.
- People use chemicals for farming.

Points Possible: 2

Content Standard: Economics and 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. (12)
Scoring Guidelines

For this item, a full-credit response includes:

• “People make...highways” in the top box;

  AND

• “People use...farming" in the lower box (2 points).

For this item, a partial-credit response includes:

• “People make...highways” in the top box;

  OR

• “People use...farming” in the lower box (1 point).
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Social Studies
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Question 30

Sample Responses
Sample Response: 2 points

People’s actions cause helpful and harmful effects. This chart shows some of these effects.

Complete the chart by identifying the causes that could lead to the effects shown.

Move each cause into the correct blank box in the chart.

- You do not need to use all the actions.

Notes on Scoring

This response earns full credit (2 points) because it correctly identifies the causes “People make larger highways.” and “People use chemicals for farming.” that could lead to the effects shown in the chart.
Sample Response: 1 point

People’s actions cause helpful and harmful effects. This chart shows some of these effects.

Complete the chart by identifying the causes that could lead to the effects shown.

Move each cause into the correct blank box in the chart.

- You do not need to use all the actions.

### Positive and Negative Consequences

#### Cause 1

**People make larger highways.**

- **How It Helps:** Helps people move faster
- **Problems It Causes:** Removes trees and adds pollution to the air

#### Cause 2

**People build more apartments.**

- **How It Helps:** Helps plants grow quickly
- **Problems It Causes:** Can pollute water and sicken animals

- People use chemicals for farming.
- People change the course of rivers.

### Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies the cause “People make larger highways.” that could lead to the effects shown in the chart.
Sample Response: 1 point

People’s actions cause helpful and harmful effects. This chart shows some of these effects.

Complete the chart by identifying the causes that could lead to the effects shown.

Move each cause into the correct blank box in the chart.

- You do not need to use all the actions.

Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies the cause “People use chemicals for farming,” that could lead to the effects shown in the chart.
Sample Response: 0 points

People’s actions cause helpful and harmful effects. This chart shows some of these effects.
Complete the chart by identifying the causes that could lead to the effects shown.
Move each cause into the correct blank box in the chart.
• You do not need to use all the actions.

<table>
<thead>
<tr>
<th>Cause 1</th>
<th>Cause 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>People build more apartments.</td>
<td>People make larger highways.</td>
</tr>
<tr>
<td><strong>How it Helps:</strong></td>
<td><strong>How it Helps:</strong></td>
</tr>
<tr>
<td>Helps people move faster</td>
<td>Helps plants grow quickly</td>
</tr>
<tr>
<td><strong>Problems it Causes:</strong></td>
<td><strong>Problems it Causes:</strong></td>
</tr>
<tr>
<td>Removes trees and adds pollution to the air</td>
<td>Can pollute water and sicken animals</td>
</tr>
</tbody>
</table>

People use chemicals for farming.

People change the course of rivers.

Notes on Scoring
This response earns no credit (0 points) because it incorrectly identifies the causes “People build more apartments.” and “People make larger highways.” that could lead to the effects shown in the chart.
Sample Response: 0 points

Notes on Scoring

This response earns no credit (0 points) because it incorrectly identifies the causes “People use chemicals for farming.” and “People change the course of rivers.” that could lead to the effects shown in the chart.
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Question 31

Question and Scoring Guidelines
Question 31

A chart listing different actions taken by Europeans and American Indians is shown.

Determine whether each action is an example of conflict or cooperation.

Click on the box next to each action to show whether it involved cooperation or conflict among the groups.

<table>
<thead>
<tr>
<th></th>
<th>Cooperation</th>
<th>Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immigrants from different countries built transportation systems.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The American Indians and the European settlers shared hunting strategies.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The European settlers applied ideas about ownership of land that the American Indians believed belonged to everyone.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Immigrants and the migrating settlers started new businesses and purchased goods from one another.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The American Indians taught the European settlers farming practices.</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

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. (3)
Scoring Guidelines

For this item, a full-credit response includes:

- "Cooperation" selected for "Immigrants from different countries built transportation systems.";

  AND

- "Cooperation" selected for "The American Indians and the European settlers shared hunting strategies.";

  AND

- "Conflict" selected for "The European settlers applied ideas about ownership of land that the American Indians believed belonged to everyone.";

  AND

- "Cooperation" selected for "Immigrants and the migrating settlers started new businesses and purchased goods from one another.";

  AND

- "Cooperation" selected for "The American Indians taught the European settlers farming practices." (2 points).

For this item, a partial-credit response includes:

- At least three correct responses selected (1 point).
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Social Studies
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Question 31

Sample Responses
Sample Response: 2 points

A chart listing different actions taken by Europeans and American Indians is shown.

Determine whether each action is an example of conflict or cooperation.
Click on the box next to each action to show whether it involved cooperation or conflict among the groups.

<table>
<thead>
<tr>
<th>Cooperation</th>
<th>Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immigrants from different countries built transportation systems.</td>
<td>✓</td>
</tr>
<tr>
<td>The American Indians and the European settlers shared hunting strategies.</td>
<td>✓</td>
</tr>
<tr>
<td>The European settlers applied ideas about ownership of land that the American Indians believed belonged to everyone.</td>
<td></td>
</tr>
<tr>
<td>Immigrants and the migrating settlers started new businesses and purchased goods from one another.</td>
<td>✓</td>
</tr>
<tr>
<td>The American Indians taught the European settlers farming practices.</td>
<td>✓</td>
</tr>
</tbody>
</table>

Notes on Scoring

This response earns full credit (2 points) because it correctly identifies each example as “Cooperation” or “Conflict”.

198
Sample Response: 1 point

A chart listing different actions taken by Europeans and American Indians is shown.

Determine whether each action is an example of conflict or cooperation.

Click on the box next to each action to show whether it involved cooperation or conflict among the groups.

<table>
<thead>
<tr>
<th>Cooperation</th>
<th>Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immigrants from different countries built transportation systems.</td>
<td>✓</td>
</tr>
<tr>
<td>The American Indians and the European settlers shared hunting strategies.</td>
<td>✓</td>
</tr>
<tr>
<td>The European settlers applied ideas about ownership of land that the American Indians believed belonged to everyone.</td>
<td>✓</td>
</tr>
<tr>
<td>Immigrants and the migrating settlers started new businesses and purchased goods from one another.</td>
<td>✓</td>
</tr>
<tr>
<td>The American Indians taught the European settlers farming practices.</td>
<td>✓</td>
</tr>
</tbody>
</table>

Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies the first, second and fourth examples as “Cooperation”.
Sample Response: 1 point

A chart listing different actions taken by Europeans and American Indians is shown.

Determine whether each action is an example of conflict or cooperation.

Click on the box next to each action to show whether it involved cooperation or conflict among the groups.

<table>
<thead>
<tr>
<th>Cooperation</th>
<th>Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immigrants from different countries built transportation systems.</td>
<td>✓</td>
</tr>
<tr>
<td>The American Indians and the European settlers shared hunting strategies.</td>
<td>✓</td>
</tr>
<tr>
<td>The European settlers applied ideas about ownership of land that the American Indians believed belonged to everyone.</td>
<td>✓</td>
</tr>
<tr>
<td>Immigrants and the migrating settlers started new businesses and purchased goods from one another.</td>
<td>✓</td>
</tr>
<tr>
<td>The American Indians taught the European settlers farming practices.</td>
<td>✓</td>
</tr>
</tbody>
</table>

Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies the first, second, fourth and fifth examples as “Cooperation”.
Sample Response: 0 points

A chart listing different actions taken by Europeans and American Indians is shown.

Determine whether each action is an example of conflict or cooperation.

Click on the box next to each action to show whether it involved cooperation or conflict among the groups.

<table>
<thead>
<tr>
<th></th>
<th>Cooperation</th>
<th>Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immigrants from different countries built transportation systems.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>The American Indians and the European settlers shared hunting strategies.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>The European settlers applied ideas about ownership of land that the American Indians believed belonged to everyone.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Immigrants and the migrating settlers started new businesses and purchased goods from one another.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>The American Indians taught the European settlers farming practices.</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Notes on Scoring

This response earns no credit (0 points) because it correctly identifies only two examples (the third example as “Conflict” and the fifth example as “Cooperation”).
**Sample Response: 0 points**

<table>
<thead>
<tr>
<th>Cooperation</th>
<th>Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immigrants from different countries built transportation systems.</td>
<td>✔️</td>
</tr>
<tr>
<td>The American Indians and the European settlers shared hunting strategies.</td>
<td>✔️</td>
</tr>
<tr>
<td>The European settlers applied ideas about ownership of land that the American Indians believed belonged to everyone.</td>
<td>✔️</td>
</tr>
<tr>
<td>Immigrants and the migrating settlers started new businesses and purchased goods from one another.</td>
<td></td>
</tr>
<tr>
<td>The American Indians taught the European settlers farming practices.</td>
<td></td>
</tr>
</tbody>
</table>

**Notes on Scoring**

This response earns no credit (0 points) because it correctly identifies only two examples (the first and second examples as “Cooperation”).
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Question 32

Question and Scoring Guidelines
Question 32

The city has money to spend on public safety. Residents disagree on how to spend the money.

Select the two actions that are compromises between the two points of view that are shown.

Move the actions you select into the blank boxes in the chart.

<table>
<thead>
<tr>
<th>Points of View</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some people want to use all the money to hire more firefighters.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Possible Compromises</th>
</tr>
</thead>
<tbody>
<tr>
<td>The city can agree to use all of the money to hire more firefighters.</td>
</tr>
<tr>
<td>The city can hire more police officers this year and more firefighters next year.</td>
</tr>
<tr>
<td>The city can hire an equal number of police officers and firefighters this year.</td>
</tr>
<tr>
<td>The city can agree to use all of the money to hire more police officers.</td>
</tr>
</tbody>
</table>

Points Possible: 1

Content Standard: Government

Content Statement: Effective participants in a democratic society engage in compromise. (17)
Scoring Guidelines

For this item, a full-credit response includes:

- "The city can hire more police officers this year and more firefighters next year." at "Blank Box";

  AND

- "The city can hire an equal number of police officers and firefighters this year." at "Blank Box" (1 point).
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Social Studies
Spring 2015 Item Release

Question 32

Sample Responses
Sample Response: 1 point

The city has money to spend on public safety. Residents disagree on how to spend the money.

Select the two actions that are compromises between the two points of view that are shown.

Move the actions you select into the blank boxes in the chart.

Notes on Scoring

This response earns full credit (1 point) because it correctly identifies the two actions “The city can hire an equal number of police officers and firefighters this year.” and “The city can hire more police officers this year and more firefighters next year.” as possible compromises.
Notes on Scoring

This response earns no credit (0 points) because it correctly identifies only one action, "The city can hire more police officers this year and more firefighters next year." as a possible compromise.
Sample Response: 0 points

The city has money to spend on public safety. Residents disagree on how to spend the money.

Select the two actions that are compromises between the two points of view that are shown.

Move the actions you select into the blank boxes in the chart.

Notes on Scoring

This response earns no credit (0 points) because it correctly identifies only one action, “The city can hire an equal number of police officers and firefighters this year.” as a possible compromise.
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Question 33

Question and Scoring Guidelines
Ohioans made many technological advances that other Americans used later.
Select the inventions made by inventors from Ohio.
Click the box(es) you want to select.

Points Possible: 2

Content Standard: History

Content Statement: Many technological innovations that originated in Ohio benefitted the United States. (8)
Scoring Guidelines

For this item, a full-credit response includes:

- “Light bulb” selected;
  AND
- “Traffic signal” selected;
  AND
- “Airplane” selected;
  AND
- “Cash register” selected (2 points).

For this item, a partial-credit response includes:

- At least 3 of the correct responses listed above AND no more than 1 incorrect response;
  OR
- Any 2 of the correct responses AND no incorrect responses (1 point).
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Question 33

Sample Responses
Sample Response: 2 points

Ohioans made many technological advances that other Americans used later. Select the inventions made by inventors from Ohio. Click the box(es) you want to select.

Notes on Scoring

This response earns full credit (2 points) because it correctly chooses “Light bulb”, “Cash register”, “Traffic signal” and “Airplane”.

Inventions

- Personal computer
- Printing press
- Cash register
- Traffic signal
- Light bulb
- Airplane
Sample Response: 1 point

Ohioans made many technological advances that other Americans used later.
Select the inventions made by inventors from Ohio.
Click the box(es) you want to select.

Notes on Scoring

This response earns partial credit (1 point) because it correctly chooses “Light bulb”, “Cash register”, “Traffic signal” and “Airplane” but also selects the incorrect invention “Personal computer”.

Notes on Scoring

This response earns partial credit (1 point) because it correctly chooses “Cash register” “Traffic signal” and “Airplane” but does not select the last correct invention, “Light bulb”.

Sample Response: 0 points

Ohioans made many technological advances that other Americans used later.
Select the inventions made by inventors from Ohio.
Click the box(es) you want to select.

Inventions

<table>
<thead>
<tr>
<th>Personal computer</th>
<th>Traffic signal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printing press</td>
<td>Light bulb</td>
</tr>
<tr>
<td>Cash register</td>
<td>Airplane</td>
</tr>
</tbody>
</table>

Notes on Scoring

This response earns no credit (0 points) because it selects all of the inventions.
Ohioans made many technological advances that other Americans used later.
Select the inventions made by inventors from Ohio.
Click the box(es) you want to select.

Inventions

- Personal computer
- Traffic signal
- Printing press
- Light bulb
- Cash register
- Airplane

Notes on Scoring
This response earns no credit (0 points) because it selects two correct and two incorrect inventions.
The War of 1812 was fought by the United States, Great Britain and American Indians.

Identify the reasons that the War of 1812 started.

Click on the box next to each reason that the War of 1812 was fought.

- The inability to resolve standing issues with Great Britain and ongoing conflicts with American Indians led the United States into the War of 1812. Victory in the Battle of Lake Erie contributed to American success in the war. (6)

Points Possible: 2

Content Standard: History

Content Statement: The inability to resolve standing issues with Great Britain and ongoing conflicts with American Indians led the United States into the War of 1812. Victory in the Battle of Lake Erie contributed to American success in the war. (6)
Scoring Guidelines

For this item, a full-credit response includes:

• “Great Britain continued to supply American Indians with weapons.” selected;
  AND

• “The British wanted to keep their control of the fur trade in the Northwest Territory.” selected;
  AND

• “American Indians did not think that the United States could claim the land in the Ohio Valley.” selected;
  AND

• No incorrect reasons selected (2 points).

For this item, a partial-credit response includes:

• Two correct reasons selected with no incorrect selected (1 point).
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Question 34

Sample Responses
Sample Response: 2 points

The War of 1812 was fought by the United States, Great Britain and American Indians.

Identify the reasons that the War of 1812 started.

Click on the box next to each reason that the War of 1812 was fought.

 Reasons the War of 1812 Started

- Great Britain continued to supply American Indians with weapons.
- The British wanted to keep their control of the fur trade in the Northwest Territory.
- American Indians did not think that the United States could claim the land in the Ohio Valley.
- [ ] The United States and Great Britain joined to stop American Indians from controlling the fur trade.

Notes on Scoring

This response earns full credit (2 points) because it correctly identifies the three correct reasons.
Sample Response: 1 point

The War of 1812 was fought by the United States, Great Britain and American Indians.

Identify the reasons that the War of 1812 started.

Click on the box next to each reason that the War of 1812 was fought.

Reasons the War of 1812 Started

☐ Great Britain continued to supply American Indians with weapons.

☑ The British wanted to keep their control of the fur trade in the Northwest Territory.

☑ American Indians did not think that the United States could claim the land in the Ohio Valley.

☐ The United States and Great Britain joined to stop American Indians from controlling the fur trade.

Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies only two correct reasons.
Sample Response: 1 point

The War of 1812 was fought by the United States, Great Britain and American Indians.

Identify the reasons that the War of 1812 started.

Click on the box next to each reason that the War of 1812 was fought.

Reasons the War of 1812 Started

✔ Great Britain continued to supply American Indians with weapons.

☐ The British wanted to keep their control of the fur trade in the Northwest Territory.

✔ American Indians did not think that the United States could claim the land in the Ohio Valley.

☐ The United States and Great Britain joined to stop American Indians from controlling the fur trade.

Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies only two correct reasons.
The War of 1812 was fought by the United States, Great Britain and American Indians.

Identify the reasons that the War of 1812 started.

Click on the box next to each reason that the War of 1812 was fought.

---

Reasons the War of 1812 Started

- [✓] Great Britain continued to supply American Indians with weapons.
- [✓] The British wanted to keep their control of the fur trade in the Northwest Territory.
- [✓] American Indians did not think that the United States could claim the land in the Ohio Valley.
- [✓] The United States and Great Britain joined to stop American Indians from controlling the fur trade.

---

Notes on Scoring

This response earns no credit (0 points) because it identifies all of the reasons.
Sample Response: 0 points

The War of 1812 was fought by the United States, Great Britain and American Indians.

Identify the reasons that the War of 1812 started.

Click on the box next to each reason that the War of 1812 was fought.

---

Reasons the War of 1812 Started

- [ ] Great Britain continued to supply American Indians with weapons.
- [ ] The British wanted to keep their control of the fur trade in the Northwest Territory.
- [X] American Indians did not think that the United States could claim the land in the Ohio Valley.
- [X] The United States and Great Britain joined to stop American Indians from controlling the fur trade.

---

Notes on Scoring

This response earns no credit (0 points) because it selects one correct and one incorrect reason (“The United States and Great Britain joined to stop American Indians from controlling the fur trade.”).
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Question 35

Question and Scoring Guidelines
Describe one benefit for businesses in the state of Ohio from the creation of the Erie Canal.

Type your answer in the space provided.

Points Possible: 1

Content Standard: Economics and Geography

Content Statement: Ohio's location in the United States and its transportation systems continue to influence the movement of people, products and ideas. (14)
# Scoring Guidelines

<table>
<thead>
<tr>
<th>Score Point</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 point</td>
<td>The response includes one of the following:</td>
</tr>
<tr>
<td></td>
<td>• The Erie Canal allowed for faster/quicker/better/easier shipping of goods to the East.</td>
</tr>
<tr>
<td></td>
<td>• The Erie Canal allowed people to sell goods to new markets/new places/other places in the East (eastern seaboard/Atlantic Ocean/St. Lawrence Seaway/New York).</td>
</tr>
<tr>
<td></td>
<td>• The Erie Canal connected Ohio with New York/the eastern seaboard/Atlantic Ocean/St. Lawrence Seaway.</td>
</tr>
<tr>
<td>0 points</td>
<td>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 irrelevant to the item, or possibly, no other information is shown. The student may have written on a different topic or written, &quot;I don't know.&quot;</td>
</tr>
</tbody>
</table>
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Question 35

Sample Responses
Sample Response: 1 point

Erie Canal allowed people to ship stuff faster to the east and New York.

Notes on Scoring

This response earns full credit (1 point) for responding with “Erie Canal allowed people to ship stuff faster to the east and New York.”
Sample Response: 1 point

The Erie Canal was built in the 19th century.

The Erie Canal

Lake Erie

Buffalo

Rochester

Troy

New York City

Cleveland

Key

<table>
<thead>
<tr>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>---</td>
</tr>
<tr>
<td>Erie Canal</td>
</tr>
<tr>
<td>Hudson River</td>
</tr>
</tbody>
</table>

Describe one benefit for businesses in the state of Ohio from the creation of the Erie Canal.

Type your answer in the space provided.

The Erie Canal allowed people to sell goods to new markets in the East.

Notes on Scoring

This response earns full credit (1 point) for responding with “The Erie Canal allowed people to sell goods to new markets in the East.”
The Erie Canal was built in the 19th century.

Describe one benefit for businesses in the state of Ohio from the creation of the Erie Canal. Type your answer in the space provided.

The Erie Canal connected Ohio with New York.

Notes on Scoring
This response earns full credit (1 point) for responding with “The Erie Canal connected Ohio with New York.”
Sample Response: 1 point

The Erie Canal connected Ohio to the Atlantic Ocean.

Notes on Scoring

This response earns full credit (1 point) for responding with “The Erie Canal connected Ohio to the Atlantic Ocean.”
Describe one benefit for businesses in the state of Ohio from the creation of the Erie Canal.
Type your answer in the space provided.

Lake Erie connected to Ohio River

Notes on Scoring
This response earns no credit (0 points). The Erie Canal connected Lake Erie to the Hudson River.
Sample Response: 0 points

The Erie Canal was built in the 19th century.

The Erie Canal

Key
- Erie Canal
- Hudson River

Describe one benefit for businesses in the state of Ohio from the creation of the Erie Canal. Type your answer in the space provided.

Products could be traded between Buffalo and Troy faster

Notes on Scoring

This response earns no credit (0 points). Easing trade between Buffalo and Troy did not benefit Ohio businesses.
Question 36

Rosa's grandmother has decided to become an American citizen. What will be one of her new responsibilities as a U.S. citizen?

A to register for the draft
B to enroll in a school
C to serve on a jury
D to drive a car

Points Possible: 1

Content Standard: Government

Content Statement: Individuals have a variety of opportunities to participate in and influence their state and national government. Citizens have both rights and responsibilities in Ohio and the United States. (16)

Scoring Guidelines

Rationale for Option A: This is incorrect. Males 18 – 25 are obligated to register for the draft, but Rosa’s grandmother would not be.

Rationale for Option B: This is incorrect. Enrolling in a school is not a responsibility of citizenship and not required of non-school-aged citizens.

Rationale for Option C: Key – Serving on a jury is a responsibility of all citizens.

Rationale for Option D: This is incorrect. Being able to drive is not a responsibility of citizenship.
Rosa’s grandmother has decided to become an American citizen.
What will be one of her new responsibilities as a U.S. citizen?

- (A) to register for the draft
- (B) to enroll in a school
- (C) to serve on a jury
- (D) to drive a car

Sample Response: 1 point
Grade 4
Social Studies
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Question 37

Question and Scoring Guidelines
Question 37

Why did the American colonists object to the Proclamation of 1763?

A. It required them to pay very high taxes on stamps.
B. It forced them to travel over poorly maintained roads.
C. It prevented them from settling west of the Appalachians.
D. It caused them to wait months for shipments of food and tea.

Points Possible: 1

Content Standard: History

Content Statement: The 13 colonies came together around a common cause of liberty and justice, uniting to fight for independence during the American Revolution and to form a new nation. (4)

Scoring Guidelines

Rationale for Option A: This is incorrect. Although the colonists were unhappy about paying high taxes, the Proclamation of 1763 did not impose taxes but restricted colonists' movements.

Rationale for Option B: This is incorrect. The Proclamation of 1763 did not impact the quality of the roads the colonists traveled.

Rationale for Option C: Key – The Proclamation of 1763 prohibited the American colonists from settling in frontier areas west of the Appalachian Mountains.

Rationale for Option D: This is incorrect. The Proclamation of 1763 did not affect shipments or trade with Britain.
Sample Response: 1 point

Why did the American colonists object to the Proclamation of 1763?

(A) It required them to pay very high taxes on stamps.
(B) It forced them to travel over poorly maintained roads.
(C) It prevented them from settling west of the Appalachians.
(D) It caused them to wait months for shipments of food and tea.
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Social Studies
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Question 38

Question and Scoring Guidelines
Question 38

Tonya will be voting in November. Commercial hog raising is an issue that will be on the ballot. Tonya grew up in the city and knows almost nothing about hog raising.

Which action demonstrates responsible citizenship?

A. Tonya votes yes because agriculture has always been an important industry in her state.
B. Tonya reads newspaper stories with different viewpoints about the issue.
C. Tonya skips that issue on the ballot because she does not understand it.
D. Tonya talks to a hog farmer and adopts his or her position.

Points Possible: 1

Content Standard: Government

Content Statement: Civic participation requires individuals to make informed and reasoned decisions by accessing and using information effectively. (16)

Scoring Guidelines

Rationale for Option A: This is incorrect. While agriculture may be important for the state, Tonya does not know enough about hog farming to know whether the issue is good for agriculture or not.

Rationale for Option B: Key – Reading the newspaper is a way to be informed about issues and use the information to make an informed decision.

Rationale for Option C: This is incorrect. Skipping over the issue does not demonstrate responsible citizenship.

Rationale for Option D: This is incorrect. Tonya would not be voting responsibly if she simply adopted someone else’s position.
Sample Response: 1 point

Tonya will be voting in November. Commercial hog raising is an issue that will be on the ballot. Tonya grew up in the city and knows almost nothing about hog raising.

Which action demonstrates responsible citizenship?

(A) Tonya votes yes because agriculture has always been an important industry in her state.
(B) Tonya reads newspaper stories with different viewpoints about the issue.
(C) Tonya skips that issue on the ballot because she does not understand it.
(D) Tonya talks to a hog farmer and adopts his or her position.
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Question 39

Question and Scoring Guidelines
Many abolitionists lived in Ohio.

Identify one way these abolitionists encouraged the anti-slavery movement in Ohio.

Type your answer in the space provided.

Points Possible: 1

Content Standard: History

Content Statement: Sectional issues divided the United States after the War of 1812. Ohio played a key role in these issues, particularly with the anti-slavery movement and the Underground Railroad. (7)
## Scoring Guidelines

<table>
<thead>
<tr>
<th>Score Point</th>
<th>Description</th>
</tr>
</thead>
</table>
| 1 point     | The response includes one of the following:  
  - Abolitionists printed anti-slavery newspapers.  
  - Abolitionists printed anti-slavery literature.  
  - Abolitionists employed lecturers to travel across the state.  
  - Abolitionists ran safe houses where they hid runaway slaves traveling the Underground Railroad.  
  - Abolitionists raised money for their cause (or to purchase slaves).  
  - Abolitionists petitioned/lobbied/protested the government for change. |
| 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 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.” |
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Social Studies
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Question 39
Sample Responses
Sample Response: 1 point

Many abolitionists lived in Ohio.
Identify one way these abolitionists encouraged the anti-slavery movement in Ohio.
Type your answer in the space provided.

They hid slaves and helped them escape on the Underground Railroad.

Notes on Scoring

This response earns full credit (1 point) because it makes a correct identification (“They hid slaves and helped them escape on the Underground Railroad.”).
Sample Response: 1 point

Many abolitionists lived in Ohio.
Identify one way these abolitionists encouraged the anti-slavery movement in Ohio.
Type your answer in the space provided.

abolishinits wrote newspapers against slavery

Notes on Scoring
This response earns full credit (1 point) because it makes a correct identification (“abolishinits wrote newspapers against slavery”).
Many abolitionists lived in Ohio.
Identify one way these abolitionists encouraged the anti-slavery movement in Ohio.
Type your answer in the space provided.
They petitioned the government for change.

Notes on Scoring
This response earns full credit (1 point) because it makes a correct identification (“They petitioned the government for change.”).
Sample Response: 0 points

Many abolitionists lived in Ohio.
Identify one way these abolitionists encouraged the anti-slavery movement in Ohio.
Type your answer in the space provided.

Abolitionists went into the South to convince slave holders to release their slaves.

Notes on Scoring

This response earns no credit (0 points) because it makes an incorrect identification.
Sample Response: 0 points

Many abolitionists lived in Ohio.
Identify one way these abolitionists encouraged the anti-slavery movement in Ohio.
Type your answer in the space provided.

They turned Ohio from a slave state to a no slave state.

Notes on Scoring
This response earns no credit (0 points) because it makes an incorrect identification.
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Question 40

Question and Scoring Guidelines
Question 40

How did the Northwest Ordinance lead to the growth of the United States?

A. It expanded the Northwest Territory to the Mississippi River.
B. It called for the building of canals in the Northwest Territory.
C. It outlined how parts of the Northwest Territory could become states.
D. It required American Indians to move from the Northwest Territory to other states.

Points Possible: 1

Content Standard: History

Content Statement: The Northwest Ordinance established a process for the creation of new states and specified democratic ideals to be incorporated in the states of the Northwest Territory. (5)

Scoring Guidelines

Rationale for Option A: This is incorrect. The Northwest Ordinance did not expand the Northwest Territory; it outlined how the area could become part of the United States.

Rationale for Option B: This is incorrect. Canal building did lead to the growth of the United States, but the Northwest Ordinance did not call for canal building.

Rationale for Option C: Key – The Northwest Ordinance specified how parts of the Northwest Territory could become states, thus leading to the growth of the United States.

Rationale for Option D: This is incorrect. The Northwest Ordinance did not require American Indians who were living in the Northwest Territory to move to other states.
Sample Response: 1 point

How did the Northwest Ordinance lead to the growth of the United States?

A. It expanded the Northwest Territory to the Mississippi River.
B. It called for the building of canals in the Northwest Territory.
C. It outlined how parts of the Northwest Territory could become states.
D. It required American Indians to move from the Northwest Territory to other states.
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Question 41

Question and Scoring Guidelines
Question 41

Your town is deciding whether to build a new playground in your neighborhood or not.
Which sentence is a statement of fact that could help you make an informed decision about the playground?

- A. Everyone in the neighborhood will love the new playground.
- B. The playground equipment will cost the town almost $35,000.
- C. I think that turning the empty lot into a playground is a great idea.
- D. It will be fun to take my baby sister to the playground after it is built.

Points Possible: 1

Content Standard: Government

Content Statement: Civic participation requires individuals to make informed and reasoned decisions by accessing and using information effectively. (16)

Scoring Guidelines

Rationale for Option A: This is incorrect. This statement is an opinion about the community’s reaction to the new playground. It is not a fact that everyone will love it.

Rationale for Option B: Key – This statement is a fact. It uses a number that tells how much the equipment will cost.

Rationale for Option C: This is incorrect. This statement is an opinion that expresses what the writer thinks about the playground.

Rationale for Option D: This is incorrect. This statement is an opinion that expresses how the writer feels about the new playground.
Your town is deciding whether to build a new playground in your neighborhood or not. Which sentence is a statement of fact that could help you make an informed decision about the playground?

A. Everyone in the neighborhood will love the new playground.
B. The playground equipment will cost the town almost $35,000.
C. I think that turning the empty lot into a playground is a great idea.
D. It will be fun to take my baby sister to the playground after it is built.
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Social Studies
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Question 42

Question and Scoring Guidelines
Question 42

Points Possible: 2

Content Standard: Economics and Geography

Content Statement: The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio. (10)
Scoring Guidelines

For this item, a full-credit response includes:

• “Fuel for factories and ships" at “Coal";
  
  AND

• “Building materials and paper" at “Timber";
  
  AND

• “Food and bio-fuels" at “Corn";
  
  AND

• “Alternative energy" at “Wind" (2 points).

For this item, a partial-credit response includes:

• Any two benefits in the correct blank boxes (1 point).
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Question 42

Sample Responses
Sample Response: 2 points

Since the 19th century, Ohio’s natural resources have provided food and supplies for the United States.

The chart shows resources from Ohio. Match each resource with its benefits to the United States.

Move each benefit into the blank boxes to complete the chart.

<table>
<thead>
<tr>
<th>Resource from Ohio</th>
<th>Benefits to the United States</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coal</td>
<td>Fuel for factories and ships</td>
</tr>
<tr>
<td>Timber</td>
<td>Building materials and paper</td>
</tr>
<tr>
<td>Corn</td>
<td>Food and bio-fuels</td>
</tr>
<tr>
<td>Wind</td>
<td>Alternative energy</td>
</tr>
</tbody>
</table>

Notes on Scoring

This response earns full credit (2 points) because it matches “Fuel for factories and ships” with “Coal”; “Building materials and paper” with “Timber”; “Food and bio-fuels” with “Corn”; and “Alternative energy” with “Wind.”
Sample Response: 1 point

Since the 19th century, Ohio’s natural resources have provided food and supplies for the United States. The chart shows resources from Ohio. Match each resource with its benefits to the United States.

Move each benefit into the blank boxes to complete the chart.

<table>
<thead>
<tr>
<th>Resource from Ohio</th>
<th>Benefits to the United States</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>19th and 20th Century</strong></td>
<td></td>
</tr>
<tr>
<td>Coal</td>
<td>Food and bio-fuels</td>
</tr>
<tr>
<td>Timber</td>
<td>Building materials and paper</td>
</tr>
<tr>
<td><strong>Today</strong></td>
<td></td>
</tr>
<tr>
<td>Corn</td>
<td>Fuel for factories and ships</td>
</tr>
<tr>
<td>Wind</td>
<td>Alternative energy</td>
</tr>
</tbody>
</table>

Notes on Scoring

This response earns partial credit (1 point) because it correctly matches two of the four benefits: “Building materials and paper” with “Timber” and “Alternative energy” with “Wind”.

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Since the 19th century, Ohio’s natural resources have provided food and supplies for the United States.

The chart shows resources from Ohio. Match each resource with its benefits to the United States.

Move each benefit into the blank boxes to complete the chart.

Notes on Scoring

This response earns partial credit (1 point) because it correctly matches two of the four benefits: “Fuel for factories and ships” with “Coal” and “Building materials and paper” with “Timber”.

Sample Response: 1 point
Sample Response: 0 points

Since the 19th century, Ohio’s natural resources have provided food and supplies for the United States. The chart shows resources from Ohio. Match each resource with its benefits to the United States.

Move each benefit into the blank boxes to complete the chart.

<table>
<thead>
<tr>
<th>Resource from Ohio</th>
<th>Benefits to the United States</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>19th and 20th Century</strong></td>
<td></td>
</tr>
<tr>
<td>Coal</td>
<td>Alternative energy</td>
</tr>
<tr>
<td>Timber</td>
<td>Food and bio-fuels</td>
</tr>
<tr>
<td><strong>Today</strong></td>
<td></td>
</tr>
<tr>
<td>Corn</td>
<td>Building materials and paper</td>
</tr>
<tr>
<td>Wind</td>
<td>Fuel for factories and ships</td>
</tr>
</tbody>
</table>

Notes on Scoring

This response earns no credit (0 points) because it incorrectly matches all four benefits.
Sample Response: 0 points

Notes on Scoring

This response earns no credit (0 points) because it incorrectly matches all four benefits.
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Social Studies
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Question 43

Question and Scoring Guidelines
Question 43

A constitution is a document describing how a government is organized.

The United States and Ohio both have a constitutional monarchy[democratic constitution].

The U.S. Constitution provides a framework that limits increases the powers of government.

The Ohio Constitution defines the authority of elected officials business owners.

Points Possible: 2

Content Standard: Government

Content Statement: A constitution is a written plan for government. Democratic constitutions provide the framework for government in Ohio and the United States. (20)
Scoring Guidelines

For this item, a full-credit response includes:

• “government” in sentence one;

AND

• “democratic constitution” in sentence two;

AND

• “limits” in sentence three;

AND

• “elected officials” in sentence four selected (2 points).

For this item, a partial-credit response includes:

• At least two of the correct words selected (1 point).
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Question 43
Sample Responses
Sample Response: 2 points

A constitution is a document describing how a government is organized.

The United States and Ohio both have a constitutional monarchy/democratic constitution.

The U.S. Constitution provides a framework that limits/increases the powers of government.

The Ohio Constitution defines the authority of elected officials/business owners.

Notes on Scoring

This response earns full credit (2 points) because it correctly completes the sentences regarding the role and purpose of constitutions in the United States.
Sample Response: 1 point

Constitutions play an important role in the United States. Click the boxes you want to select to correctly complete the following sentences about the Ohio and U.S. Constitutions.

A constitution is a document describing how a [government, business] is organized.

The United States and Ohio both have a [constitutional monarchy, democratic constitution].

The U.S. Constitution provides a framework that [limits, increases] the powers of government.

The Ohio Constitution defines the authority of [elected officials, business owners].

Notes on Scoring

This response earns partial credit (1 point) because it correctly completes the second and third sentences regarding the role and purpose of constitutions in the United States.
Sample Response: 1 point

Constitutions play an important role in the United States.

Click the boxes you want to select to correctly complete the following sentences about the Ohio and U.S. Constitutions.

A constitution is a document describing how a government business is organized.

The United States and Ohio both have a constitutional monarchy democratic constitution.

The U.S. Constitution provides a framework that limits increases the powers of government.

The Ohio Constitution defines the authority of elected officials business owners.

Notes on Scoring

This response earns partial credit (1 point) because it correctly completes the first and second sentences regarding the role and purpose of constitutions in the United States.
Sample Response: 0 points

Constitutions play an important role in the United States.

Click the boxes you want to select to correctly complete the following sentences about the Ohio and U.S. Constitutions.

A constitution is a document describing how a government is organized.

The United States and Ohio both have a constitutional monarchy.

The U.S. Constitution provides a framework that 
limits increases the powers of government.

The Ohio Constitution defines the authority of elected officials business owners.

Notes on Scoring

This response earns no credit (0 points) because it does not correctly complete any of the sentences regarding the role and purpose of constitutions in the United States.
Sample Response: 0 points

Constitutions play an important role in the United States.

A constitution is a document describing how a government is organized.

The United States and Ohio both have a constitutional monarchy.

The U.S. Constitution provides a framework that limits the powers of government.

The Ohio Constitution defines the authority of elected officials.

Notes on Scoring

This response earns no credit (0 points) because it correctly completes only the third sentence regarding the role and purpose of constitutions in the United States.
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Question 44

Question and Scoring Guidelines
Question 44

Table:

<table>
<thead>
<tr>
<th>Neighborhood</th>
<th>Number of Dogs</th>
<th>Number of Houses</th>
<th>Number of Other Dog Walkers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunnyside</td>
<td>20</td>
<td>50</td>
<td>5</td>
</tr>
<tr>
<td>Ridgefield</td>
<td>45</td>
<td>100</td>
<td>2</td>
</tr>
<tr>
<td>Windy Lakes</td>
<td>7</td>
<td>15</td>
<td>4</td>
</tr>
</tbody>
</table>

Use the table above to identify the neighborhood where Doug should start his dog-walking business. Explain why he should start his business there.

Type your answer in the space provided.

Points Possible: 2

Content Standard: Economics and Geography

Content Statement: Tables and charts help people to understand information and issues. Tables organize information in columns and rows. Charts organize information in a variety of visual formats (pictures, diagrams, graphs). (22)
## Scoring Guidelines

<table>
<thead>
<tr>
<th>Score Point</th>
<th>Description</th>
</tr>
</thead>
</table>
| 2 points    | The response includes one of the following answers for where Doug should open his dog-walking business:  
  • Ridgefield  
  • The second neighborhood in the table  
  AND  
  The response includes one of the following reasons for why he should open his dog-walking business in the location he or she selected:  
  Why Doug should open his business there:  
  • Doug should open his business in Ridgefield because that is the neighborhood with the most dogs.  
  • Because there are the most dogs there  
  • Because there are the most houses there  
  • Because there are the fewest other dog-walkers there  
  • Because having more dogs in the neighborhood means that there will be more dogs for Doug to walk |
| 1 point     | The response includes one correct place where Doug should open his dog-walking business  
 OR  
 The response includes one correct reason for why he should open his dog-walking business there. |
| 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 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.” |
Sample Response: 2 points

Use the table above to identify the neighborhood where Doug should start his dog-walking business.

Type your answer in the space provided.

Doug should start his dog-walking business in Ridgfield. That would be best because there are 100 homes and 45 dogs there. This means that more homes could get dogs. There are only two other dog walkers, too. Ridgfield has the most dogs, the most homes, and less dog walkers. The other places don’t have enough dogs or homes but they have too much other dog walkers. These details show that Doug should start a dog-walking business in Ridgfield.

Notes on Scoring

This response earns full credit (2 points) because it identifies the correct neighborhood where Doug should start his dog-walking business (“in Ridgfield”) and provides more than one reason why he should start his business there (“because there are 100 homes” and “45 dogs there” and “There are only two other dog walkers.”).

NOTE: The response provides a summation statement, which could stand alone as a correct response with more than one reason (“Ridgfield has the most dogs, the most homes, and less dog walkers.”).
Sample Response: 2 points

Doug wants to start a dog-walking business after school. In order to decide where to open his business, Doug needs to think about where he would be likely to find the most customers.

<table>
<thead>
<tr>
<th>Neighborhood</th>
<th>Number of Dogs</th>
<th>Number of Homes</th>
<th>Number of Other Dog Walkers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Somerville</td>
<td>20</td>
<td>50</td>
<td>5</td>
</tr>
<tr>
<td>Ridgefield</td>
<td>45</td>
<td>100</td>
<td>2</td>
</tr>
<tr>
<td>Windy Lanes</td>
<td>7</td>
<td>15</td>
<td>4</td>
</tr>
</tbody>
</table>

Use the table above to identify the neighborhood where Doug should start his dog-walking business.

Explain why he should start his business there.

He should start a dog walking business in Ridgefield because there are forty five dogs and one hundred homes which means that he makes twice the money in any of the other towns and he gets to go and walk lots of dogs.

Notes on Scoring

This response earns full credit (2 points) because it identifies the correct neighborhood where Doug should start his dog-walking business (“in Ridgefield”) and provides more than one reason why he should start his business there (“there are forty five dogs” and “one hundred homes” and “walk lots of dogs.”).
Sample Response: 2 points

He should do his business at Ridgefield because there is a lot of dogs there and not a lot of dog walkers.

Notes on Scoring

This response earns full credit (2 points) because it identifies the correct neighborhood where Doug should start his dog-walking business (“at Ridgefield”) and more than one reason why he should start his business there (“there is a lot of dogs there” and “and not a lot of dog walkers.”).
Sample Response: 1 point

Notes on Scoring

This response earns partial credit (1 point) because it identifies the correct neighborhood where Doug should start his dog-walking business (“in Ridgefield”) and provides a vague reason why he should start his business there (“it has good ratings on the chart.”).
Sample Response: 1 point

This response earns partial credit (1 point) because it identifies the correct neighborhood where Doug should start his dog-walking business (“at Ridgefield”) and provides an incorrect reason why he should start his business there (“there are bigger number in the Ridgefield colem.”).
Notes on Scoring

This response earns partial credit (1 point) because it identifies the correct neighborhood where Doug should start his dog-walking business ("RIDGEFIELD") and provides a vague reason why he should start his business there ("HE WOD HAVE TUNES OF MONNEY.").
Notes on Scoring

This response earns partial credit (1 point) because it identifies the correct neighborhood where Doug should start his dog-walking business (“In Ridgefield”) but fails to provide a reason why he should start his business there.
Sample Response: 0 points

<table>
<thead>
<tr>
<th>Neighborhood</th>
<th>Number of Dogs</th>
<th>Number of Homes</th>
<th>Number of Other Dog Walkers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Somerville</td>
<td>20</td>
<td>50</td>
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</tr>
<tr>
<td>Windy Lanes</td>
<td>7</td>
<td>15</td>
<td>4</td>
</tr>
</tbody>
</table>

Use the table above to identify the neighborhood where Doug should start his dog-walking business.

Explain why he should start his business there.

Type your answer in the space provided.

somerville

Notes on Scoring

This response earns no credit (0 points) because it indicates inadequate understanding of the idea needed to answer the item.
Sample Response: 0 points

Notes on Scoring

This response earns no credit (0 points) because it indicates inadequate understanding of the idea needed to answer the item.
Sample Response: 0 points

Doug wants to start a dog-walking business after school. In order to decide where to open his business, Doug needs to think about where he would be likely to find the most customers.

<table>
<thead>
<tr>
<th>Neighborhood</th>
<th>Number of Dogs</th>
<th>Number of Homes</th>
<th>Number of Other Dog Walkers</th>
</tr>
</thead>
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<td>20</td>
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</tr>
<tr>
<td>Windy Lanes</td>
<td>7</td>
<td>15</td>
<td>4</td>
</tr>
</tbody>
</table>

Use the table above to identify the neighborhood where Doug should start his dog-walking business. Explain why he should start his business there.

Type your answer in the space provided.

because there are 20 dogs in the neighborhood, there are 100 homes in the neighborhood and only 2 dog walkers in the neighborhood.

Notes on Scoring

This response earns no credit (0 points) because it indicates inadequate understanding of the idea needed to answer the item.
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Question 45

Question and Scoring Guidelines
Question 45

Look at the map of Ohio and bordering states.

Use cardinal or intermediate directions to identify the location of two states shown in relation to Columbus.

Points Possible: 2

Content Standard: Economics and Geography

Content Statement: A map scale and cardinal and intermediate directions can be used to describe the relative location of physical and human characteristics of Ohio and the United States. (9)
## Scoring Guidelines

<table>
<thead>
<tr>
<th>Score Point</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 points</td>
<td>The response includes two of the following:</td>
</tr>
<tr>
<td></td>
<td>• Indiana is west of Columbus</td>
</tr>
<tr>
<td></td>
<td>• Indiana is northwest of Columbus</td>
</tr>
<tr>
<td></td>
<td>• Indiana is southwest of Columbus</td>
</tr>
<tr>
<td></td>
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<td>• Columbus is west of Pennsylvania</td>
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<td>• Columbus is southwest of Pennsylvania</td>
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| 1 point | The response correctly identifies one correct location of a bordering state in relation to Columbus. |

| 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 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
Spring 2015 Item Release

Question 45

Sample Responses
Sample Response: 2 points

Type your answer in the space provided.

Indiana is west of Columbus. Pennsylvania is east of Columbus.

Notes on Scoring

This response earns full credit (2 points) because it correctly identifies two locations of a bordering state in relation to Columbus ("Indiana is west of Columbus." and "Pennsylvania is east of Columbus.").
Sample Response: 2 points

Look at the map of Ohio and bordering states. Use cardinal or intermediate directions to identify the location of two states shown in relation to Columbus.

Type your answer in the space provided.

Kentucky is south of Columbus. Pennsylvania is northeast of Columbus.

Notes on Scoring

This response earns full credit (2 points) because it correctly identifies two locations of a bordering state in relation to Columbus ("Kentucky is south of Columbus." and "Pennsylvania is northeast of Columbus.").
Sample Response: 2 points

Notes on Scoring

This response earns full credit (2 points) because it correctly identifies two locations of a bordering state in relation to Columbus ("Michigan is Northwest of Columbus." and "West Virginia is Southeast of Columbus.").
Sample Response: 1 point

Type your answer in the space provided.

I know that Indiana is west from Columbus, and that West Virginia is southwest.

Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies one location of a bordering state in relation to Columbus ("Indiana is west from Columbus") and incorrectly identifies the location of a second bordering state in relation to Columbus ("West Virginia is southwest.").
Sample Response: 1 point

Look at the map of Ohio and bordering states. Use cardinal or intermediate directions to identify the location of two states shown in relation to Columbus.

From Columbus to Michigan go nw. From Kentucky to Michigan go n.

Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies the location of one state (“…Michigan go nw.”). The second location is not in relation to Columbus (“From Kentucky to Michigan go n.”).
Sample Response: 1 point

The two states shown in relation to Columbus are Ohio and Indiana and the directions to Ohio are north and the direction to Indiana are north, west.

Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies the location of one state ("Indiana...the direction to Indiana are north, west"). The second location is not a bordering state in relation to Columbus.
Sample Response: 1 point

Look at the map of Ohio and bordering states. Use cardinal or intermediate directions to identify the location of two states shown in relation to Columbus.

Columbus

Type your answer in the space provided.

kentucky south michigan north east

Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies the location of one state (“kentucky south”). The second location is not correct (“michigan north east”).
Sample Response: 0 points

Look at the map of Ohio and bordering states.
Use cardinal or intermediate directions to identify the location of two states shown in relation to Columbus.

KENTUCKY is west and WEST VIRGINIA is pointing west also their right beside each other.

Notes on Scoring
This response earns no credit (0 points) because it indicates inadequate understanding of the concept needed to answer the item.
Sample Response: 0 points

Look at the map of Ohio and bordering states.
Use cardinal or intermediate directions to identify the location of two states shown in relation to Columbus.

Type your answer in the space provided.

Two states in relation of Ohio are Pennsylvania and Indiana. I know this because they all have a city.

Notes on Scoring

This response earns no credit (0 points) because it indicates inadequate understanding of the concept needed to answer the item.
Sample Response: 0 points

Notes on Scoring

This response earns no credit (0 points) because it does not identify any states. The directions provided (“go northeast than go northwest”) cannot be used to identify the location of a state.