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<th>Answer Key</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</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>
</tr>
<tr>
<td>2</td>
<td>Matching Item</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>---</td>
<td>2 points</td>
</tr>
<tr>
<td>3</td>
<td>Evidence-Based Selected Response</td>
<td>Economics and Geography</td>
<td>The regions which became known as the North, South and West of the United States developed in the early 1800s largely based on their physical environments and economies. (11)</td>
<td>D; D, E</td>
<td>2 points</td>
</tr>
<tr>
<td>4</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>
</tbody>
</table>
## Grade 4 Social Studies
### Spring 2016 Item Release
#### Content Summary and Answer Key

<table>
<thead>
<tr>
<th>Question No.</th>
<th>Item Type</th>
<th>Content Standard</th>
<th>Content Statement</th>
<th>Answer Key</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</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>
</tr>
<tr>
<td>6</td>
<td>Evidence-Based Selected Response</td>
<td>Economics and Geography</td>
<td>Saving a portion of income contributes to an individual's financial well-being. Individuals can reduce spending to save more of their income. (24)</td>
<td>D; C</td>
<td>2 points</td>
</tr>
<tr>
<td>7</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>
</tr>
<tr>
<td>8</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>9</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>
</tbody>
</table>
## Grade 4 Social Studies
### Spring 2016 Item Release
### Content Summary and Answer Key

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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Multiple Choice</td>
<td>Government</td>
<td>Laws can protect rights, provide benefits and assign responsibilities. (18)</td>
<td>A</td>
<td>1 point</td>
</tr>
<tr>
<td>11</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>
</tr>
<tr>
<td>12</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>13</td>
<td>Multi-Select</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, D</td>
<td>1 point</td>
</tr>
<tr>
<td>14</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>
</tr>
<tr>
<td>15</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>16</td>
<td>Multiple Choice</td>
<td>History</td>
<td>Primary and secondary sources can be used to create historical narratives. (2)</td>
<td>C</td>
<td>1 point</td>
</tr>
<tr>
<td>Question No.</td>
<td>Item Type</td>
<td>Content Standard</td>
<td>Content Statement</td>
<td>Answer Key</td>
<td>Points</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------</td>
<td>------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------</td>
<td>--------</td>
</tr>
<tr>
<td>17</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>D</td>
<td>1 point</td>
</tr>
<tr>
<td>18</td>
<td>Evidence-Based</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; A, C</td>
<td>2 points</td>
</tr>
<tr>
<td>19</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>20</td>
<td>Matching Item</td>
<td>History</td>
<td>Many technological innovations that originated in Ohio benefitted the United States. (8)</td>
<td>---</td>
<td>1 point</td>
</tr>
</tbody>
</table>
## Grade 4 Social Studies
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<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>Short Response</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>2 points</td>
</tr>
<tr>
<td>22</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>23</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>1 point</td>
</tr>
<tr>
<td>24</td>
<td>Multiple Choice</td>
<td>Economics and Geography</td>
<td>Saving a portion of income contributes to an individual's financial well-being. Individuals can reduce spending to save more of their income. (24)</td>
<td>A</td>
<td>1 point</td>
</tr>
<tr>
<td>25</td>
<td>Matching Item</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>---</td>
<td>1 point</td>
</tr>
<tr>
<td>Question No.</td>
<td>Item Type</td>
<td>Content Standard</td>
<td>Content Statement</td>
<td>Answer Key</td>
<td>Points</td>
</tr>
<tr>
<td>------------</td>
<td>----------------</td>
<td>--------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------</td>
<td>--------</td>
</tr>
<tr>
<td>26</td>
<td>Matching Item</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>27</td>
<td>Short Answer</td>
<td>History</td>
<td>The order of significant events in Ohio and the United States can be shown on a timeline. (1)</td>
<td>---</td>
<td>1 point</td>
</tr>
<tr>
<td>28</td>
<td>Multi-Select Item</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>C, E</td>
<td>1 point</td>
</tr>
<tr>
<td>29</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>C</td>
<td>1 point</td>
</tr>
<tr>
<td>30</td>
<td>Matching Item</td>
<td>Government</td>
<td>Laws can protect rights, provide benefits and assign responsibilities. (18)</td>
<td>---</td>
<td>2 points</td>
</tr>
</tbody>
</table>
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Social Studies
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Question 1

Question and Scoring Guidelines
Question 1

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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Social Studies
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Question 2

Question and Scoring Guidelines
Question 2

A map of Ohio is shown.

Select the boxes to show where each city is located relative to the capital city of Columbus, Ohio.

<table>
<thead>
<tr>
<th></th>
<th>Northeast</th>
<th>Northwest</th>
<th>Southeast</th>
<th>Southwest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bryan</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Athens</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cleveland</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cincinnati</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

For this item, a full-credit response includes:

- “Northwest” selected for “Bryan;”
  AND
- “Southeast” selected for “Athens;”
  AND
- “Northeast” selected for “Cleveland;”
  AND
- “Southwest” selected for “Cincinnati” (2 points).

For this item, a partial-credit response includes:

- At least 2 correct selections (1 point).
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Question 2

Sample Responses
Sample Response: 2 points

A map of Ohio is shown.

Select the boxes to show where each city is located relative to the capital city of Columbus, Ohio.

<table>
<thead>
<tr>
<th></th>
<th>Northeast</th>
<th>Northwest</th>
<th>Southeast</th>
<th>Southwest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bryan</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Athens</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cleveland</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cincinnati</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes on Scoring

This response earns full credit (2 points) because the student correctly identified the location of the four cities on the map in relation to Columbus using intermediate directions.
Sample Response: 1 point

A map of Ohio is shown.

Select the boxes to show where each city is located relative to the capital city of Columbus, Ohio.

<table>
<thead>
<tr>
<th></th>
<th>Northeast</th>
<th>Northwest</th>
<th>Southeast</th>
<th>Southwest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bryan</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Athens</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Cleveland</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cincinnati</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

Notes on Scoring

This response earns partial credit (1 point) because the student correctly identified the location of three of the four cities on the map in relation to Columbus using intermediate directions.
Sample Response: 1 point

A map of Ohio is shown.

Select the boxes to show where each city is located relative to the capital city of Columbus, Ohio.

<table>
<thead>
<tr>
<th>City</th>
<th>Northeast</th>
<th>Northwest</th>
<th>Southeast</th>
<th>Southwest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bryan</td>
<td></td>
<td></td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Athens</td>
<td>✔️</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cleveland</td>
<td>✔️</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cincinnati</td>
<td></td>
<td></td>
<td></td>
<td>✔️</td>
</tr>
</tbody>
</table>

Notes on Scoring

This response earns partial credit (1 point) because the student correctly identified the location of two of the four cities on the map in relation to Columbus using intermediate directions.
Sample Response: 0 points

A map of Ohio is shown.

Select the boxes to show where each city is located relative to the capital city of Columbus, Ohio.

<table>
<thead>
<tr>
<th></th>
<th>Northeast</th>
<th>Northwest</th>
<th>Southeast</th>
<th>Southwest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bryan</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Athens</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cleveland</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Cincinnati</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes on Scoring

This response earns no credit (0 points) because the student did not correctly identify the location of any of the four cities on the map in relation to Columbus using intermediate directions.
Sample Response: 0 points

A map of Ohio is shown.

Select the boxes to show where each city is located relative to the capital city of Columbus, Ohio.

<table>
<thead>
<tr>
<th></th>
<th>Northeast</th>
<th>Northwest</th>
<th>Southeast</th>
<th>Southwest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bryan</td>
<td></td>
<td></td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Athens</td>
<td></td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cleveland</td>
<td></td>
<td></td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Cincinnati</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes on Scoring

This response earns no credit (0 points) because the student did not correctly identify the location of any of the four cities on the map in relation to Columbus using intermediate directions.
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Question 3

Question and Scoring Guidelines
Question 3

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

**Part A**
Which good was produced by people living in the southern United States during the early 1800s?

- A cloth
- B ships
- C timber
- D tobacco

**Part B**
Select the two characteristics that allowed people living in the South to produce this good.

- ☐ rocky soil
- ☐ large factories
- ☐ paved highways
- ☐ plantation economy
- ☐ long growing season

**Points Possible:** 2

**Content Standard:** Economics and Geography

**Content Statement:** The regions which became known as the North, South and West of the United States developed in the early 1800s largely based on their physical environments and economies. (11)
Scoring Guidelines

Part A
Rationale for Option A: This is incorrect. Cloth was produced in the North.

Rationale for Option B: This is incorrect. Ships were produced in the North.

Rationale for Option C: This is incorrect. Timber was produced in the West.

Rationale for Option D: Key – Tobacco was produced in the South, which largely specialized in producing cash crops.

Part B
Rationale for Option A: This is incorrect. The South had relatively fertile soil.

Rationale for Option B: This is incorrect. The industrial revolution had not yet taken hold during the early 1800s.

Rationale for Option C: This is incorrect. There were no cars, let alone paved highways, in the South during the early 1800s.

Rationale for Option D: Key – The slave-based plantation economy allowed the South to become a cash-crop-producing region.

Rationale for Option E: Key – The South’s long growing season made it particularly suitable for growing cash crops like tobacco.
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Question 3

Sample Responses
Sample Response: 2 points

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

Part A
Which good was produced by people living in the southern United States during the early 1800s?
- A cloth
- B ships
- C timber
- D tobacco

Part B
Select the two characteristics that allowed people living in the South to produce this good.
- □ rocky soil
- □ large factories
- □ paved highways
- □ plantation economy
- □ long growing season

Notes on Scoring
This response receives full credit (2 points) because both Parts A and B are correct. The student must answer Part A correctly in order to receive credit for Part B.
Sample Response: 1 point

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

**Part A**

Which good was produced by people living in the southern United States during the early 1800s?

- [ ] cloth
- [ ] ships
- [ ] timber
- [ ] tobacco

**Part B**

Select the two characteristics that allowed people living in the South to produce this good.

- [ ] rocky soil
- [ ] large factories
- [X] paved highways
- [ ] plantation economy
- [X] long growing season

**Notes on Scoring**

This response receives partial credit (1 point) because Part A is correct. No credit is given for Part B because the student did not answer this part correctly.
Sample Response: 0 points

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

Part A
Which good was produced by people living in the southern United States during the early 1800s?

- cloth
- ships
- timber
- tobacco

Part B
Select the two characteristics that allowed people living in the South to produce this good.

- rocky soil
- large factories
- paved highways
- plantation economy
- long growing season

Notes on Scoring

This response receives no credit (0 points) for incorrect answers in Parts A and B.
Sample Response: 0 points

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

**Part A**
Which good was produced by people living in the southern United States during the early 1800s?

- cloth
- ships
- timber
- tobacco

**Part B**
Select the two characteristics that allowed people living in the South to produce this good.

- [ ] rocky soil
- [ ] large factories
- [ ] paved highways
- [ ] plantation economy
- [x] long growing season

---

**Notes on Scoring**
This response receives no credit (0 points) because Part A is incorrect. The student must answer Part A correctly in order to receive credit for Part B.
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Question 4

Question and Scoring Guidelines
Question 4

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?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Africa</td>
</tr>
<tr>
<td>B</td>
<td>Asia</td>
</tr>
<tr>
<td></td>
<td>Europe</td>
</tr>
<tr>
<td>D</td>
<td>South America</td>
</tr>
</tbody>
</table>
Question 5

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 6

Question and Scoring Guidelines
Question 6

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

**Part A**

Nina wants to buy a t-shirt to support her school’s basketball team. The t-shirt costs $10. Nina makes $2 a day walking her neighbor’s dog. What can Nina do to make sure she has enough money to buy the t-shirt?

- A  stop walking her neighbor’s dog
- B  attend the next school basketball game
- C  use the money she earns each day on a snack
- D  save the money she earns each day instead of spend it

**Part B**

Why will the action that you chose in Part A help Nina save enough money to buy the t-shirt?

- A  because she won’t be hungry when she walks her neighbor’s dog
- B  because it is likely that the t-shirts will be sold at the school basketball game
- C  because her money will no longer be decreasing and it will quickly add up to $10
- D  because increasing the amount of money she spends each day will help her earn money

**Points Possible:** 2

**Content Standard:** Economics and Geography

**Content Statement:** Saving a portion of income contributes to an individual's financial well-being. Individuals can reduce spending to save more of their income. (24)
Scoring Guidelines

Part A
Rationale for Option A: This is incorrect. If Nina stops walking her neighbor’s dog, she will not earn the money she needs to buy the t-shirt.

Rationale for Option B: This is incorrect. Attending the school basketball game will not help Nina save money.

Rationale for Option C: This is incorrect. By spending the money she earns each day on a snack, Nina will be cutting into her savings, thereby making it more difficult to save enough money to buy the t-shirt.

Rationale for Option D: Key – By saving the money she earns, Nina’s savings will quickly accumulate.

Part B
Rationale for Option A: This is incorrect. Although it is good for Nina to walk the neighbor’s dog on a full stomach, doing so will not contribute to her saving enough money to buy the t-shirt.

Rationale for Option B: This is incorrect. The location of where the t-shirts are sold is of no consequence to Nina saving enough money to buy a t-shirt.

Rationale for Option C: Key – Saving the money she earns instead of spending it will allow Nina to accumulate enough money to buy the t-shirt.

Rationale for Option D: This is incorrect. Increasing the amount of money she spends each day will be counter-productive to Nina’s goal of saving enough money to buy the t-shirt.
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Question 6

Sample Responses
Sample Response: 2 points

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

Part A
Nina wants to buy a t-shirt to support her school’s basketball team. The t-shirt costs $10. Nina makes $2 a day walking her neighbor’s dog.
What can Nina do to make sure she has enough money to buy the t-shirt?
- A) stop walking her neighbor’s dog
- B) attend the next school basketball game
- C) use the money she earns each day on a snack
- D) save the money she earns each day instead of spend it

Part B
Why will the action that you chose in Part A help Nina save enough money to buy the t-shirt?
- A) because she won’t be hungry when she walks her neighbor’s dog
- B) because it is likely that the t-shirts will be sold at the school basketball game
- C) because her money will no longer be decreasing and it will quickly add up to $10
- D) because increasing the amount of money she spends each day will help her earn money

Notes on Scoring
This response receives full credit (2 points) because both Parts A and B are correct. The student must answer Part A correctly in order to receive credit for Part B.
Sample Response: 1 point

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

**Part A**

Nina wants to buy a t-shirt to support her school’s basketball team. The t-shirt costs $10. Nina makes $2 a day walking her neighbor’s dog. What can Nina do to make sure she has enough money to buy the t-shirt?

- A. stop walking her neighbor’s dog
- B. attend the next school basketball game
- C. use the money she earns each day on a snack
- D. save the money she earns each day instead of spend it

**Part B**

Why will the action that you chose in Part A help Nina save enough money to buy the t-shirt?

- A. because she won’t be hungry when she walks her neighbor’s dog
- B. because it is likely that the t-shirts will be sold at the school basketball game
- C. because her money will no longer be decreasing and it will quickly add up to $10
- D. because increasing the amount of money she spends each day will help her earn money

**Notes on Scoring**

This response receives partial credit (1 point) because Part A is correct. No credit is given for Part B because the student did not answer this part correctly.
Sample Response: 0 points

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

**Part A**
Nina wants to buy a t-shirt to support her school’s basketball team. The t-shirt costs $10. Nina makes $2 a day walking her neighbor’s dog.
What can Nina do to make sure she has enough money to buy the t-shirt?

- 🆒 stop walking her neighbor’s dog
- 📌 attend the next school basketball game
- 🆍 use the money she earns each day on a snack
- 🆐 save the money she earns each day instead of spend it

**Part B**
Why will the action that you chose in Part A help Nina save enough money to buy the t-shirt?

- 🆒 because she won’t be hungry when she walks her neighbor’s dog
- 🆐 because it is likely that the t-shirts will be sold at the school basketball game
- 🆍 because her money will no longer be decreasing and it will quickly add up to $10
- 🆐 because increasing the amount of money she spends each day will help her earn money

**Notes on Scoring**
This response receives no credit (0 points) for incorrect answers in Parts A and B.
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Question 7

Question and Scoring Guidelines
Question 7

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

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>writing letters</td>
</tr>
<tr>
<td>B</td>
<td>obeying the law</td>
</tr>
<tr>
<td>C</td>
<td>attending school</td>
</tr>
<tr>
<td>D</td>
<td>voting in elections</td>
</tr>
</tbody>
</table>
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Social Studies
Spring 2016 Item Release

Question 8

Question and Scoring Guidelines
Question 8

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>50</td>
<td>50</td>
</tr>
<tr>
<td>1900</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>1950</td>
<td>10</td>
<td>90</td>
</tr>
<tr>
<td>1990</td>
<td>0</td>
<td>100</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)
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 8

Sample Responses
Sample Response: 2 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

Percent of Population

- Urban
- Rural

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

Type your answer in the space provided.

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”).
Sample Response: 2 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

Percent of Population

0 20 40 60 80 100

1800 1850 1900 1950 1990

Urban Rural

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

Percent of Population

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.”).
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

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent of Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1800</td>
<td>100</td>
</tr>
<tr>
<td>1850</td>
<td>100</td>
</tr>
<tr>
<td>1900</td>
<td>80</td>
</tr>
<tr>
<td>1950</td>
<td>60</td>
</tr>
<tr>
<td>1990</td>
<td>100</td>
</tr>
</tbody>
</table>

Urban
Rural

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 9

Question and Scoring Guidelines
Question 9

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.
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 10

Question and Scoring Guidelines
Question 10

Citizens of a democracy have rights and responsibilities. Which action describes a citizen’s responsibility?

A. paying taxes
B. speaking freely
C. signing a petition
D. writing letters to newspapers

Points Possible: 1

Content Standard: Government

Content Statement: Laws can protect rights, provide benefits and assign responsibilities. (18)

Scoring Guidelines

Rationale for Option A: Key – It is a citizen’s responsibility to pay taxes.

Rationale for Option B: This is incorrect. Freedom of speech is a citizen’s right, not a duty or responsibility.

Rationale for Option C: This is incorrect. The ability to sign a petition is a citizen’s right, not a duty or responsibility.

Rationale for Option D: This is incorrect. Writing letters to the newspapers is not a duty of citizens.
Citizens of a democracy have rights and responsibilities.
Which action describes a citizen’s responsibility?

- paying taxes
- speaking freely
- signing a petition
- writing letters to newspapers
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Question 11

Question and Scoring Guidelines
Question 11

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 12

Question and Scoring Guidelines
Question 12

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
B. legislative
C. executive
D. judicial
Question 13

Each branch of the U.S. government has certain responsibilities. Select the two responsibilities of the executive branch.

☐ passing laws
☐ enforcing laws
☐ interpreting laws
☐ carrying out laws
☐ applying the laws to the Constitution

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 the First Option: This is incorrect. Passing laws is a responsibility of the legislative branch.

Rationale for the Second Option: Key – The executive branch is responsible for enforcing laws.

Rationale for the Third Option: This is incorrect. The judicial branch is responsible for interpreting laws.

Rationale for the Fourth Option: Key – The executive branch carries out the laws.

Rationale for the Fifth Option: This is incorrect. Applying the laws to the Constitution is a responsibility of the judicial branch.
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Question 13

Sample Responses
Sample Response: 1 point

Each branch of the U.S. government has certain responsibilities.
Select the two responsibilities of the executive branch.

☐ passing laws
☒ enforcing laws
☐ interpreting laws
☒ carrying out laws
☐ applying the laws to the Constitution

Notes on Scoring
This response receives full credit (1 point) because both correct answers are selected.
Sample Response: 0 points

Each branch of the U.S. government has certain responsibilities.

Select the two responsibilities of the executive branch.

☑ passing laws
☐ enforcing laws
☐ interpreting laws
☐ carrying out laws
☑ applying the laws to the Constitution

Notes on Scoring

This response receives no credit (0 points) for incorrect choices.
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Question 14

Question and Scoring Guidelines
Question 14

A time line of Ohio events is shown.

**Events in Ohio History**

- 1763 – Pontiac’s Rebellion begins
- 1804 – Ohio University is founded
- 1832 – Ohio and Erie Canal is completed
- 1787 – Ohio becomes part of the Northwest Territory
- 1816 – Columbus becomes the state capital
- 1851 – 2nd Ohio Constitution is adopted

Which unit of time accurately completes the time line provided?

- A 1 year
- B 10 years
- C 20 years
- D 50 years

**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

![Time line of Ohio events](image)
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Question 15

Question and Scoring Guidelines
Question 15

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

Points Possible: 2

Content Standard: History

Content Statement: Primary and secondary sources can be used to create historical narratives. (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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Social Studies
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Question 15

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.

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.

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: 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.

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.

Notes on Scoring

This response receives no credit (0 points) for incorrect selections.
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Question 16

Question and Scoring Guidelines
Question 16

Historians use both primary and secondary sources to analyze events from the past. Which statement describes a characteristic of a primary source?

A. The source was found in an encyclopedia.
B. The source summarizes someone else’s experience.
C. The source was written by someone who witnessed an event.
D. The source references other sources in order to describe what happened.

Points Possible: 1

Content Standard: History

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

Scoring Guidelines

Rationale for Option A: This is incorrect. A source being located in an encyclopedia is not a primary source.

Rationale for Option B: This is incorrect. Both primary and secondary sources can summarize someone else’s experience. This is not a definitive characteristic of a primary source.

Rationale for Option C: Key – Primary sources include materials like documents, photos, films and pieces of art that were produced by people who witnessed or were directly involved in an event or time period.

Rationale for Option D: This is incorrect. A source that references other sources is characteristic of a secondary source, not a primary source.
Sample Response: 1 point

Historians use both primary and secondary sources to analyze events from the past. Which statement describes a characteristic of a primary source?

A. The source was found in an encyclopedia.
B. The source summarizes someone else’s experience.
C. The source was written by someone who witnessed an event.
D. The source references other sources in order to describe what happened.
Question 17

Question and Scoring Guidelines
Question 17

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.

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 18

Question and Scoring Guidelines
Question 18

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

Part A

Which action led to conflict between settlers and American Indian tribes during the early 1800s?

A. American settlers provided weapons to British soldiers in Northwest Canada.
B. American settlers claimed land where American Indians lived in the Ohio River Valley.
C. American settlers signed an agreement with France that opened fur trading routes in Canada.
D. American settlers forced American Indians to fight against the British during the American Revolution.

Part B

Select two ways that American Indian tribes responded to the action that you chose in Part A.

☐ They sided with the British in the War of 1812.
☐ They sunk American ships during the Battle of Lake Erie.
☐ They fought American settlers at the Battle of Fallen Timbers.
☐ They refused to sign the Treaty of Paris after the American Revolution ended.
☐ They built a fort on the Maumee River between British Canada and the Ohio Valley.

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

Part A
Rationale for Option A: This is incorrect. British soldiers in Canada supplied weapons to American Indians to fight against American settlers. American settlers did not provide British soldiers with weapons at any time during this period.

Rationale for Option B: Key – The seizing of American Indian land by settlers led to conflict between the settlers and American Indians during the early 1800s.

Rationale for Option C: This is incorrect. Great Britain controlled Canadian fur trading routes during the early 1800s.

Rationale for Option D: This is incorrect. Many American Indians fought in the American Revolution, but they chose who to fight for and were not forced into it.

Part B
Rationale for Option A: Key – American Indian tribes that were mad that American settlers had claimed their land fought alongside the British in the War of 1812.

Rationale for Option B: This is incorrect. The Battle of Lake Erie was fought between the British navy and American sailors. It did not involve American Indians.

Rationale for Option C: Key – American Indians participated in the Battle of Fallen Timbers because of their grievances regarding land claims of American settlers in the Ohio Valley.

Rationale for Option D: This is incorrect. American Indian tribes were not a party involved in the Treaty of Paris. The treaty was agreed upon by officials from the emerging U.S. government and Great Britain.

Rationale for Option E: This is incorrect. Fort Meigs was built by Americans, not by American Indians.
Grade 4
Social Studies
Spring 2016 Item Release

Question 18

Sample Responses
Sample Response: 2 points

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

**Part A**

Which action led to conflict between settlers and American Indian tribes during the early 1800s?

- [ ] American settlers provided weapons to British soldiers in Northwest Canada.
- [x] American settlers claimed land where American Indians lived in the Ohio River Valley.
- [ ] American settlers signed an agreement with France that opened fur trading routes in Canada.
- [ ] American settlers forced American Indians to fight against the British during the American Revolution.

**Part B**

Select two ways that American Indian tribes responded to the action that you chose in Part A.

- [x] They sided with the British in the War of 1812.
- [ ] They sank American ships during the Battle of Lake Erie.
- [x] They fought American settlers at the Battle of Fallen Timbers.
- [ ] They refused to sign the Treaty of Paris after the American Revolution ended.
- [ ] They built a fort on the Maumee River between British Canada and the Ohio Valley.

**Notes on Scoring**

This response receives full credit (2 points) because both Parts A and B are correct. Students must correctly answer Part A to receive credit for Part B.
Sample Response: 1 point

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

**Part A**
Which action led to conflict between settlers and American Indian tribes during the early 1800s?
- A American settlers provided weapons to British soldiers in Northwest Canada.
- B American settlers claimed land where American Indians lived in the Ohio River Valley.
- C American settlers signed an agreement with France that opened fur trading routes in Canada.
- D American settlers forced American Indians to fight against the British during the American Revolution.

**Part B**
Select two ways that American Indian tribes responded to the action that you chose in Part A.
- [ ] They sided with the British in the War of 1812.
- [ ] They sunk American ships during the Battle of Lake Erie.
- [x] They fought American settlers at the Battle of Fallen Timbers.
- [ ] They refused to sign the Treaty of Paris after the American Revolution ended.
- [x] They built a fort on the Maumee River between British Canada and the Ohio Valley.

**Notes on Scoring**
This response receives partial credit (1 point) because Part A is correct. No credit is given for Part B because the student did not answer this part correctly.
Sample Response: 0 points

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

Part A
Which action led to conflict between settlers and American Indian tribes during the early 1800s?

- American settlers provided weapons to British soldiers in Northwest Canada.
- American settlers claimed land where American Indians lived in the Ohio River Valley.
- American settlers signed an agreement with France that opened fur trading routes in Canada.
- American settlers forced American Indians to fight against the British during the American Revolution.

Part B
Select two ways that American Indian tribes responded to the action that you chose in Part A.

- They sided with the British in the War of 1812.
- They sunk American ships during the Battle of Lake Erie.
- They fought American settlers at the Battle of Fallen Timbers.
- They refused to sign the Treaty of Paris after the American Revolution ended.
- They built a fort on the Maumee River between British Canada and the Ohio Valley.

Notes on Scoring
This response receives no credit (0 points) because of incorrect answers in Parts A and B.
Grade 4
Social Studies
Spring 2016 Item Release

Question 19

Question and Scoring Guidelines
There was tension between the North and South over the issue of slavery, and Ohioans were part of the national debate over slavery. How did abolitionists in Ohio participate in this debate?

A. They wrote anti-slavery newspapers and pamphlets.
B. They supported returning escaped slaves to the South.
C. They convinced Congress to pass the Fugitive Slave Act of 1850.
D. They prevented people from buying books like *Uncle Tom’s Cabin*.

**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** – Ohio abolitionists started local anti-slavery newspapers such as *The Philanthropist* and several others.

**Rationale for Option B:** This is incorrect. Abolitionists strongly opposed the return of escaped slaves to the South.

**Rationale for Option C:** This is incorrect. Ohio played a key role in the Underground Railroad and helping runaway slaves escape to freedom. The Fugitive Slave Act required that escaped slaves be returned to their masters. This was opposed by abolitionists.

**Rationale for Option D:** This is incorrect. As a northern state that was admitted as a free state, Ohio was a proponent of *Uncle Tom’s Cabin*—abolitionists did not try to prevent the sale of the book.
Sample Response: 1 point

There was tension between the North and South over the issue of slavery, and Ohioans were part of the national debate over slavery. How did abolitionists in Ohio participate in this debate?

- They wrote anti-slavery newspapers and pamphlets.
- They supported returning escaped slaves to the South.
- They convinced Congress to pass the Fugitive Slave Act of 1850.
- They prevented people from buying books like *Uncle Tom's Cabin.*
Grade 4
Social Studies
Spring 2016 Item Release

Question 20

Question and Scoring Guidelines
Question 20

People from Ohio made inventions that were used for different purposes.
Select the boxes to match each invention with how it was used.

<table>
<thead>
<tr>
<th></th>
<th>Used For Safety</th>
<th>Used For Business</th>
<th>Used For Entertainment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gas Mask</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traffic Light</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonograph</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash Register</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Points Possible: 1

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:

- “Used For Safety” selected for “Gas Mask”;  
  AND
- “Used For Safety” selected for “Traffic Light”;  
  AND
- “Used For Entertainment” selected for “Phonograph”;  
  AND
- “Used For Business” selected for “Cash Register” (1 point).
Grade 4
Social Studies
Spring 2016 Item Release

Question 20

Sample Responses
Sample Response: 1 point

People from Ohio made inventions that were used for different purposes.

Select the boxes to match each invention with how it was used.

<table>
<thead>
<tr>
<th></th>
<th>Used For Safety</th>
<th>Used For Business</th>
<th>Used For Entertainment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gas Mask</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traffic Light</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonograph</td>
<td></td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Cash Register</td>
<td></td>
<td>✔</td>
<td></td>
</tr>
</tbody>
</table>

Notes on Scoring

This response receives full credit (1 point) because it correctly identifies how each invention was used.
Sample Response: 0 points

People from Ohio made inventions that were used for different purposes.
Select the boxes to match each invention with how it was used.

<table>
<thead>
<tr>
<th></th>
<th>Used For Safety</th>
<th>Used For Business</th>
<th>Used For Entertainment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gas Mask</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Traffic Light</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Phonograph</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Cash Register</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes on Scoring

This response receives no credit (0 points) because all selections are incorrect.
Grade 4
Social Studies
Spring 2016 Item Release

Question 21

Question and Scoring Guidelines
Question 21

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.

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

Score Point | Description
---|---
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.”
Grade 4
Social Studies
Spring 2016 Item Release
Question 21
Sample Responses
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. 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.

<table>
<thead>
<tr>
<th>Neighborhood</th>
<th>Number of Dogs</th>
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</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>Ridgfield</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>

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>
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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.

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

Dong wants to start a dog-walking business after school. In order to decide where to open his business, Dong 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>
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</thead>
<tbody>
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</tr>
<tr>
<td>Windy Lakes</td>
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<td>15</td>
<td>4</td>
</tr>
</tbody>
</table>

Use the table above to identify the neighborhood where Dong should start his dog-walking business. Explain why he should start his business there. Type your answer in the space provided.

He should start his business in Ridgefield because there is a lot of dogs there and 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.").
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>
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<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.

Doug should start a dog-walking business in Ridgefield because it has good ratings on the chart.

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.”).
Sample Response: 1 point

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. 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.

<table>
<thead>
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<td>15</td>
<td>4</td>
</tr>
</tbody>
</table>

RIDGEFIELD BECAUSE HE WOD HAVE TUNES OF MONEY.

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.”).
Sample Response: 1 point

Dong wants to start a dog-walking business after school. In order to decide where to open his business, Dong needs to think about where he would be likely to find the most customers. Use the table above to identify the neighborhood where Dong should start his dog-walking business. Explain why he should start his business there.

Type your answer in the space provided.

In Ridgefield.

Notes on Scoring

This response earns partial credit (1 point) because it identifies the correct neighborhood where Dong 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

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>
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<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

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

<table>
<thead>
<tr>
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<th>Number of Homes</th>
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</tr>
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<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.

Windy Lanes. I chose Windy Lanes because there are only a few homes and dog walk and that there are lots of walkers.

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>
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<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.
Grade 4
Social Studies
Spring 2016 Item Release

Question 22

Question and Scoring Guidelines
Question 22

What is one purpose of the U.S. Constitution?

(A) to protect the rights of citizens
(B) to give the people unlimited freedoms
(C) to give the government unlimited power
(D) to protect the government from angry voters

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 purpose of the U.S. Constitution is to protect the basic rights of citizens and limit the powers of government.

Rationale for Option B: This is incorrect. While the Constitution protects the basic rights of citizens, it does not give them unlimited freedoms.

Rationale for Option C: This is incorrect. To give the government unlimited power is not the purpose of the U.S. Constitution; in fact, the opposite is true.

Rationale for Option D: This is incorrect. The purpose of the U.S. Constitution is not to protect the government from angry voters; in fact, the First Amendment protects their right to petition the government to address grievances.
Sample Response: 1 point

What is one purpose of the U.S. Constitution?

- [ ] to protect the rights of citizens
- [B] to give the people unlimited freedoms
- [C] to give the government unlimited power
- [D] to protect the government from angry voters
Grade 4
Social Studies
Spring 2016 Item Release

Question 23

Question and Scoring Guidelines
**Question 23**

Identify how citizens can participate in government to make changes.

Move each citizen action into the correct box next to each desired change.

- A citizen chooses candidates after studying their positions
- A citizen wants to be personally involved in helping the community
- A citizen lets her elected officials know her opinion on the issues

| Join a volunteer group | Write letters to representatives | Vote in an election |

**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**

For this item, a full-credit response includes:

- “Vote in an election” in the top box;
  AND
- “Join a volunteer group” in the second box;
  AND
- “Write letters to representatives” in the third box (1 point).
Grade 4
Social Studies
Spring 2016 Item Release

Question 23

Sample Responses
### Sample Response: 1 point

Identify how citizens can participate in government to make changes.

Move each citizen action into the correct box next to each desired change.

<table>
<thead>
<tr>
<th>Action</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vote in an election</td>
<td>A citizen chooses candidates after studying their positions</td>
</tr>
<tr>
<td>Join a volunteer group</td>
<td>A citizen wants to be personally involved in helping the community</td>
</tr>
<tr>
<td>Write letters to representatives</td>
<td>A citizen lets her elected officials know her opinion on the issues</td>
</tr>
</tbody>
</table>

### Notes on Scoring

This response earns full credit (1 point) because it correctly identifies all the civic actions needed to achieve the desired change.
Sample Response: 0 points

Identify how citizens can participate in government to make changes.
Move each citizen action into the correct box next to each desired change.

<table>
<thead>
<tr>
<th>Action</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vote in an election</td>
<td>A citizen chooses candidates after studying their positions</td>
</tr>
<tr>
<td>Write letters to representatives</td>
<td>A citizen wants to be personally involved in helping the community</td>
</tr>
<tr>
<td>Join a volunteer group</td>
<td>A citizen lets her elected officials know her opinion on the issues</td>
</tr>
</tbody>
</table>

Notes on Scoring

This response earns no credit (0 points) because it correctly identifies only one of the civic actions needed to achieve the desired change ("Vote in an election"). The other two actions are incorrectly identified.
Sample Response: 0 points

Identify how citizens can participate in government to make changes.

Move each citizen action into the correct box next to each desired change.

- **Join a volunteer group**
  - A citizen chooses candidates after studying their positions

- **Vote in an election**
  - A citizen wants to be personally involved in helping the community

- **Write letters to representatives**
  - A citizen lets her elected officials know her opinion on the issues

Notes on Scoring

This response earns no credit (0 points) because it correctly identifies only one of the civic actions needed to achieve the desired change ("Write letters to representatives"). The other two actions are incorrectly identified.
Question 24

At the fair, Kevin can spend his money on games and snacks. He wants to play as many games as he can. What can Kevin do to reach his goal of playing as many games as possible?

A  skip buying snacks at the fair
B  only play the games that he knows he can win
C  spend some money on games and some money on snacks
D  spend most of his money on snacks before going to the fair

Points Possible: 1

Content Standard: Economics and Geography

Content Statement: Saving a portion of income contributes to an individual’s financial well-being. Individuals can reduce spending to save more of their income. (24)

Scoring Guidelines

Rationale for Option A: Key – By avoiding spending his money on snacks, Kevin will be able to spend more on games.

Rationale for Option B: This is incorrect. Only playing games that he knows he can win is unrelated to Kevin’s goal of playing as many games at the fair as possible.

Rationale for Option C: This is incorrect. Splitting his money between games and snacks at the fair will not allow Kevin to play as many games as possible, as money that could go towards games is going towards snacks instead.

Rationale for Option D: This is incorrect. By spending money on snacks before the fair, Kevin is still depleting funds that could be spent exclusively on games.
Sample Response: 1 point

At the fair, Kevin can spend his money on games and snacks. He wants to play as many games as he can. What can Kevin do to reach his goal of playing as many games as possible?

- [ ] skip buying snacks at the fair
- [x] only play the games that he knows he can win
- [ ] spend some money on games and some money on snacks
- [ ] spend most of his money on snacks before going to the fair
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Question 25

Question and Scoring Guidelines
Question 25

Over time, the state of Ohio has become home to people from many different countries.
Select the boxes to match each group of immigrants to the time period that they moved to Ohio in the largest numbers.

<table>
<thead>
<tr>
<th>Immigrants from Mexico, India and China</th>
<th>Pre-Industrialization: Mid-to-Late 1800s</th>
<th>Era of Industrialization: Early 1900s</th>
<th>Modern Day: 2000 to the Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Immigrants from Spain, Italy and Greece</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Immigrants from Germany, Ireland and Britain</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

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

For this item, a full-credit response includes:

- “Modern Day: 2000 to the Present” selected for “Immigrants from Mexico, India and China”;
  AND
- “Era of Industrialization: Early 1900s” selected for “Immigrants from Spain, Italy and Greece”;
  AND
- “Pre-Industrialization: Mid-to-Late 1800s” selected for “Immigrants from Germany, Ireland and Britain” (1 point).
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Question 25

Sample Responses
Sample Response: 1 point

Over time, the state of Ohio has become home to people from many different countries.
Select the boxes to match each group of immigrants to the time period that they moved to Ohio in the largest numbers.

<table>
<thead>
<tr>
<th>Immigrants from Mexico, India and China</th>
<th>Pre-Industrialization: Mid-to-Late 1800s</th>
<th>Era of Industrialization: Early 1900s</th>
<th>Modern Day: 2000 to the Present</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>Immigrants from Spain, Italy and Greece</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Immigrants from Germany, Ireland and Britain</td>
<td>☑</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes on Scoring

This response earns full credit (1 point) because it correctly matches the countries of origin for each group of immigrants to the time period that corresponds with their largest numbers of immigration.
Over time, the state of Ohio has become home to people from many different countries.

Select the boxes to match each group of immigrants to the time period that they moved to Ohio in the largest numbers.

<table>
<thead>
<tr>
<th>Immigrants from Mexico, India and China</th>
<th>Pre-Industrialization: Mid-to-Late 1800s</th>
<th>Era of Industrialization: Early 1900s</th>
<th>Modern Day: 2000 to the Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>🗼</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Immigrants from Spain, Italy and Greece</td>
<td></td>
<td>🗼</td>
<td></td>
</tr>
<tr>
<td>Immigrants from Germany, Ireland and Britain</td>
<td>🗼</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes on Scoring

This response earns no credit (0 points) because it incorrectly matches “Immigrants from Mexico, India and China” with the time period “Pre-Industrialization”.
Sample Response: 0 points

Over time, the state of Ohio has become home to people from many different countries. Select the boxes to match each group of immigrants to the time periods that they moved to Ohio in the largest numbers.

<table>
<thead>
<tr>
<th>Immigrants from Mexico, India, and China</th>
<th>Pre-Industrialization: Mid-to-Late 1800s</th>
<th>Era of Industrialization: Early 1900s</th>
<th>Modern Day: 2000 to the Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immigrants from Spain, Italy, and Greece</td>
<td></td>
<td>□</td>
<td>✅</td>
</tr>
<tr>
<td>Immigrants from Germany, Ireland, and Britain</td>
<td></td>
<td>□</td>
<td>✅</td>
</tr>
</tbody>
</table>

Notes on Scoring

This response earns no credit (0 points) because it incorrectly matches “Immigrants from Germany, Ireland and Britain” with the time period “Modern Day”.


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Question 26

Question and Scoring Guidelines
Question 26

Historical interactions among people in Ohio have taken many different forms.
Select the boxes to identify whether each action is an example of cooperation or conflict.

<table>
<thead>
<tr>
<th>European settlers claimed ownership of American Indian land</th>
<th>Cooperation</th>
<th>Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indians taught European settlers how to hunt and farm</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Immigrants from different countries worked to build canals and railroads</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Different American Indian tribes wanted access to the same hunting territories</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:

- "Conflict" selected for "European settlers claimed ownership of American Indian land."
  
  AND

- "Cooperation" selected for "American Indians taught European settlers how to hunt and farm.";
  
  AND

- "Cooperation" selected for "Immigrants from different countries worked to build canals and railroads.";
  
  AND

- "Conflict" selected for "Different American Indian tribes wanted access to the same hunting territories." (2 points).

For this item, a partial-credit response includes:

- At least two correct responses selected (1 point).
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Question 26

Sample Responses
Sample Response: 2 points

Historical interactions among people in Ohio have taken many different forms. Select the boxes to identify whether each action is an example of cooperation or conflict.

<table>
<thead>
<tr>
<th>Action</th>
<th>Cooperation</th>
<th>Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>European settlers claimed ownership of American Indian land.</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>American Indians taught European settlers how to hunt and farm.</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Immigrants from different countries worked to build canals and railroads.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Different American Indian tribes wanted access to the same hunting territories.</td>
<td></td>
<td>✔</td>
</tr>
</tbody>
</table>

Notes on Scoring

This response earns full credit (2 points) because it correctly identifies each action as “Cooperation” or “Conflict”.
Sample Response: 1 point

Historical interactions among people in Ohio have taken many different forms. Select the boxes to identify whether each action is an example of cooperation or conflict.

<table>
<thead>
<tr>
<th>Action</th>
<th>Cooperation</th>
<th>Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>European settlers claimed ownership of American Indian land.</td>
<td>✅</td>
<td></td>
</tr>
<tr>
<td>American Indians taught European settlers how to hunt and farm.</td>
<td>✅</td>
<td></td>
</tr>
<tr>
<td>Immigrants from different countries worked to build canals and railroads.</td>
<td></td>
<td>✅</td>
</tr>
<tr>
<td>Different American Indian tribes wanted access to the same hunting territories.</td>
<td></td>
<td>✅</td>
</tr>
</tbody>
</table>

Notes on Scoring

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

Historical interactions among people in Ohio have taken many different forms.
Select the boxes to identify whether each action is an example of cooperation or conflict.

<table>
<thead>
<tr>
<th>Action</th>
<th>Cooperation</th>
<th>Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>European settlers claimed ownership of American Indian land.</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>American Indians taught European settlers how to hunt and farm.</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Immigrants from different countries worked to build canals and railroads</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Different American Indian tribes wanted access to the same hunting territories</td>
<td>✔️</td>
<td></td>
</tr>
</tbody>
</table>

Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies the second and third actions as “Cooperation”.
Sample Response: 0 points

Historical interactions among people in Ohio have taken many different forms. Select the boxes to identify whether each action is an example of cooperation or conflict.

<table>
<thead>
<tr>
<th></th>
<th>Cooperation</th>
<th>Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>European settlers claimed ownership of American Indian land.</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>American Indians taught European settlers how to hunt and farm.</td>
<td></td>
<td>✔️</td>
</tr>
<tr>
<td>Immigrants from different countries worked to build canals and railroads.</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Different American Indian tribes wanted access to the same hunting territories.</td>
<td>✔️</td>
<td></td>
</tr>
</tbody>
</table>

Notes on Scoring

This response earns no credit (0 points) because it correctly identifies only the third action as “Cooperation”.


Sample Response: 0 points

Historical interactions among people in Ohio have taken many different forms. Select the boxes to identify whether each action is an example of cooperation or conflict.

<table>
<thead>
<tr>
<th>Action</th>
<th>Cooperation</th>
<th>Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>European settlers claimed ownership of American Indian land.</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>American Indians taught European settlers how to hunt and farm.</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Immigrants from different countries worked to build canals and railroads.</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Different American Indian tribes wanted access to the same hunting territories.</td>
<td></td>
<td>✔</td>
</tr>
</tbody>
</table>

Notes on Scoring

This response earns no credit (0 points) because it correctly identifies only the fourth action as “Conflict”.

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Question 27

Question and Scoring Guidelines
Question 27

A timeline of transportation in Ohio is shown.
Use your knowledge of time lines and of Ohio’s historical forms of transportation to identify the event that took place in 1836.
Type your answer in the space provided.

Points Possible: 1

Content Standard: History

Content Statement: The order of significant events in Ohio and the United States can be shown on a timeline. (1)
## 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>• In 1836, Ohio’s first railroad opens.</td>
</tr>
<tr>
<td></td>
<td>• Ohio’s first railroad opens.</td>
</tr>
<tr>
<td></td>
<td>• Railroad opens in Ohio.</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, “I don’t know.”</td>
</tr>
</tbody>
</table>
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Question 27

Sample Responses
Sample Response: 1 point

A timeline of transportation in Ohio is shown.
Use your knowledge of timelines and of Ohio’s historical forms of transportation to identify the event that took place in 1836.
Type your answer in the space provided.

New Transportation in Ohio

1810 1820 1830 1840 1850

First steamboat travels the Ohio River
National Road reaches Columbus
Ohio’s first railroad opens
Miami and Erie Canal completed

Ohio’s first railroad opens

Notes on Scoring

This response earns full credit (1 point) for because it identifies the correct event (“Ohio’s first railroad opens”).
Sample Response: 1 point

A timeline of transportation in Ohio is shown.
Use your knowledge of time lines and of Ohio’s historical forms of transportation to identify the event that took place in 1836.
Type your answer in the space provided.

**New Transportation in Ohio**

- First steamboat travels the Ohio River
- National Road reaches Columbus
- Ohio’s first railroad opens
- Miami and Erie Canal completed

1810 1820 1830 1840 1850

A new railroad opened in Ohio. It was the first railroad to open in the state.

Notes on Scoring

This response earns full credit (1 point) because it identifies the correct event (“A new railroad opened in Ohio”). A second, full-credit response is also included with “…the first railroad to open in the state.”
Sample Response: 0 points

A timeline of transportation in Ohio is shown.
Use your knowledge of time lines and of Ohio's historical forms of transportation to identify the event that took place in 1836.
Type your answer in the space provided.

**New Transportation in Ohio**

- First steamboat travels the Ohio River (1810)
- National Road reaches Columbus (1820)
- Ohio's first railroad opens (1830)
- Miami and Erie Canal completed (1840)

National Road reached Columbus

**Notes on Scoring**

This response earns no credit (0 points) because it identifies the incorrect event.
Sample Response: 0 points

A time line of transportation in Ohio is shown.
Use your knowledge of time lines and of Ohio’s historical forms of transportation to identify the event that took place in 1836.
Type your answer in the space provided.

New Transportation in Ohio

First steamboat travels the Ohio River
National Road reaches Columbus
Ohio’s first railroad opens
Miami and Erie Canal completed

Miami and Erie Canal were completed.

Notes on Scoring

This response earns no credit (0 points) because it identifies the incorrect event.
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Question 28

Question and Scoring Guidelines
Question 28

Corn and soybeans are important agricultural products that are grown in Ohio. Select two uses of corn and soybeans.

☐ Corn and soybeans are used to make paper.
☐ Corn and soybeans are used to make rubber.
☐ Corn and soybeans are used to produce bio-fuels.
☐ Corn and soybeans are used to power wind turbines.
☐ Corn and soybeans are used to make food products.

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 First Option: This is incorrect. Corn and soybeans are not used in the production of paper.

Rationale for Second Option: This is incorrect. Corn and soybeans are not used in the production of rubber.

Rationale for Third Option: Key – Corn and soybeans are primary ingredients used to make bio-fuels.

Rationale for Fourth Option: This is incorrect. Although corn and soybeans are used to make alternative sources of energy, they are not used to power wind turbines. Wind is used to power wind turbines.

Rationale for Fifth Option: Key – Corn and soybeans are two very common ingredients in many food products.
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Question 28

Sample Responses
Sample Response: 1 point

Corn and soybeans are important agricultural products that are grown in Ohio. Select two uses of corn and soybeans.

- [ ] Corn and soybeans are used to make paper.
- [ ] Corn and soybeans are used to make rubber.
- [x] Corn and soybeans are used to produce bio-fuels.
- [ ] Corn and soybeans are used to power wind turbines.
- [x] Corn and soybeans are used to make food products.

Notes on Scoring

This response earns full credit (1 point) because it correctly selects two uses of corn and soybeans.
Sample Response: 0 points

Corn and soybeans are important agricultural products that are grown in Ohio. Select two uses of corn and soybeans.

☐ Corn and soybeans are used to make paper.
☐ Corn and soybeans are used to make rubber.
☑ Corn and soybeans are used to produce bio-fuels.
☑ Corn and soybeans are used to power wind turbines.
☐ Corn and soybeans are used to make food products.

Notes on Scoring
This response earns no credit (0 points) because it correctly selects only one use of corn and soybeans (“...to produce bio-fuels”).
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Question 29

Question and Scoring Guidelines
Question 29

After the War of 1812, people who lived in Ohio played an active part in the Underground Railroad. What was their role in the Underground Railroad?

A. to sell escaped slaves from the South to farmers in Canada
B. to build a system of trains to move slaves from the South to the North
C. to provide safe houses to help slaves who were escaping from the South
D. to find slaves who had escaped along secret routes and return them to the South

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: This is incorrect. People in Ohio helped slaves escape to Canada, not sell them to farmers in Canada.

Rationale for Option B: This is incorrect. The Underground Railroad was not an actual railroad.

Rationale for Option C: Key – Ohio citizens who played an active part in the Underground Railroad provided shelter and other forms of assistance to escaped slaves who were traveling through the state.

Rationale for Option D: This is incorrect. People in Ohio did not return escaped slaves to the South. They helped them escape to Canada.
After the War of 1812, people who lived in Ohio played an active part in the Underground Railroad.

What was their role in the Underground Railroad?

A) to sell escaped slaves from the South to farmers in Canada
B) to build a system of trains to move slaves from the South to the North
C) to provide safe houses to help slaves who were escaping from the South
D) to find slaves who had escaped along secret routes and return them to the South
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Question 30

Question and Scoring Guidelines
Question 30

In the United States, some laws protect citizens’ rights. Other laws assign responsibilities to citizens.

Select the boxes to identify whether each situation is an example of a law that protects a right or a law that assigns a responsibility.

<table>
<thead>
<tr>
<th></th>
<th>Law that Protects a Right</th>
<th>Law that Assigns a Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>A citizen serves on a jury.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>A citizen gets a license to drive a car.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>A citizen pays state and federal income taxes.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>A citizen attends a religious service of her choice.</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Points Possible: 2

Content Standard: Government

Content Statement: Laws can protect rights, provide benefits and assign responsibilities. (18)
Scoring Guidelines

For this item, a full-credit response includes:

- "Law that Assigns a Responsibility" selected for "A citizen serves on a jury."
  AND
- "Law that Assigns a Responsibility" selected for "A citizen gets a license to drive a car."
  AND
- "Law that Assigns a Responsibility" selected for "A citizen pays state and federal income taxes."
  AND
- "Law that Protects a Right" selected for "A citizen attends a religious service of her choice." (2 points).

For this item, a partial-credit response includes:

- At least two correct responses selected (1 point).
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Social Studies
Spring 2016 Item Release

Question 30

Sample Responses
Sample Response: 2 points

In the United States, some laws protect citizens’ rights. Other laws assign responsibilities to citizens. Select the boxes to identify whether each situation is an example of a law that protects a right or a law that assigns a responsibility.

<table>
<thead>
<tr>
<th>A citizen serves on a jury.</th>
<th>Law that Protects a Right</th>
<th>Law that Assigns a Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>A citizen gets a license to drive a car.</td>
<td></td>
<td>☑</td>
</tr>
<tr>
<td>A citizen pays state and federal income taxes.</td>
<td></td>
<td>☑</td>
</tr>
<tr>
<td>A citizen attends a religious service of her choice.</td>
<td>☑</td>
<td></td>
</tr>
</tbody>
</table>

Notes on Scoring

This response earns full credit (2 points) because it correctly identifies each example as either a law that protects a right or assigns a responsibility.
Sample Response: 1 point

In the United States, some laws protect citizens’ rights. Other laws assign responsibilities to citizens.

Select the boxes to identify whether each situation is an example of a law that protects a right or a law that assigns a responsibility.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Law that Protects a Right</th>
<th>Law that Assigns a Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>A citizen serves on a jury.</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>A citizen gets a license to drive a car.</td>
<td>□</td>
<td>✔</td>
</tr>
<tr>
<td>A citizen pays state and federal income taxes.</td>
<td>□</td>
<td>✔</td>
</tr>
<tr>
<td>A citizen attends a religious service of her choice.</td>
<td>□</td>
<td>✔</td>
</tr>
</tbody>
</table>

Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies the second and third examples as laws that assign a responsibility.
Sample Response: 0 points

In the United States, some laws protect citizens’ rights. Other laws assign responsibilities to citizens.
Select the boxes to identify whether each situation is an example of a law that protects a right or a law that assigns a responsibility.

<table>
<thead>
<tr>
<th>A citizen serves on a jury.</th>
<th>Law that Protects a Right</th>
<th>Law that Assigns a Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>A citizen gets a license to drive a car.</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>A citizen pays state and federal income taxes</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>A citizen attends a religious service of her choice.</td>
<td>✔️</td>
<td>✔️</td>
</tr>
</tbody>
</table>

Notes on Scoring

This response receives no credit (0 points) because at least two correct responses were not selected.