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<tr>
<td>1</td>
<td>Graphic Response</td>
<td>History and Government</td>
<td>Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E. (1)</td>
<td>---</td>
<td>2 points</td>
</tr>
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<td>2</td>
<td>Extended Response</td>
<td>Economics</td>
<td>The fundamental questions of economics include what to produce, how to produce and for whom to produce. (13)</td>
<td>---</td>
<td>4 points</td>
</tr>
<tr>
<td>3</td>
<td>Graphic Response</td>
<td>Geography</td>
<td>Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today. (7)</td>
<td>---</td>
<td>2 points</td>
</tr>
<tr>
<td>4</td>
<td>Multiple Choice</td>
<td>Geography</td>
<td>Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed. (3)</td>
<td>B</td>
<td>1 point</td>
</tr>
<tr>
<td>5</td>
<td>Multiple Choice</td>
<td>Economics</td>
<td>When regions and/or countries specialize, global trade occurs. (14)</td>
<td>D</td>
<td>1 point</td>
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## Grade 6 Social Studies
### Spring 2016 Item Release
#### Content Summary and Answer Key

<table>
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<tr>
<th>Question No.</th>
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<tr>
<td>6</td>
<td>Multiple Choice</td>
<td>History and Government</td>
<td>Early civilizations (India, Egypt, China and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today. (2)</td>
<td>A</td>
<td>1 point</td>
</tr>
<tr>
<td>7</td>
<td>Multiple Choice</td>
<td>Economics</td>
<td>The interaction of supply and demand, influenced by competition, helps to determine price in a market. This interaction also determines the quantities of outputs produced and the quantities of inputs (human resources, natural resources and capital) used. (15)</td>
<td>D</td>
<td>1 point</td>
</tr>
<tr>
<td>8</td>
<td>Multi-Select</td>
<td>Geography</td>
<td>Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed. (3)</td>
<td>A, D</td>
<td>1 point</td>
</tr>
<tr>
<td>Question No.</td>
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<tr>
<td>9</td>
<td>Multiple Choice</td>
<td>History and Government</td>
<td>Different perspectives on a topic can be obtained from a variety of historic and contemporary sources. Sources can be examined for accuracy. (9)</td>
<td>B</td>
<td>1 point</td>
</tr>
<tr>
<td>10</td>
<td>Graphic Response</td>
<td>Economics</td>
<td>When regions and/or countries specialize, global trade occurs. (14)</td>
<td>---</td>
<td>2 points</td>
</tr>
<tr>
<td>11</td>
<td>Multiple Choice</td>
<td>Geography</td>
<td>Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment. (6)</td>
<td>B</td>
<td>1 point</td>
</tr>
<tr>
<td>12</td>
<td>Graphic Response</td>
<td>Geography</td>
<td>Latitude and longitude can be used to identify absolute location. (4)</td>
<td>---</td>
<td>2 points</td>
</tr>
<tr>
<td>13</td>
<td>Multiple Choice</td>
<td>Geography</td>
<td>Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural or economic). (5)</td>
<td>D</td>
<td>1 point</td>
</tr>
<tr>
<td>Question No.</td>
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<tr>
<td>14</td>
<td>Evidence-Based Selected Response</td>
<td>History and Government</td>
<td>Early civilizations (India, Egypt, China and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today. (2)</td>
<td>D; D</td>
<td>2</td>
</tr>
<tr>
<td>15</td>
<td>Multiple Choice</td>
<td>Economics</td>
<td>Economists compare data sets to draw conclusions about relationships among them. (11)</td>
<td>B</td>
<td>1</td>
</tr>
<tr>
<td>16</td>
<td>Multiple Choice</td>
<td>History and Government</td>
<td>Different perspectives on a topic can be obtained from a variety of historic and contemporary sources. Sources can be examined for accuracy. (9)</td>
<td>C</td>
<td>1</td>
</tr>
<tr>
<td>17</td>
<td>Evidence-Based Selected Response</td>
<td>Geography</td>
<td>Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today. (7)</td>
<td>B; A</td>
<td>2</td>
</tr>
<tr>
<td>Question No.</td>
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<tr>
<td>18</td>
<td>Matching Item</td>
<td>Geography</td>
<td>Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment. (6)</td>
<td>---</td>
<td>2 points</td>
</tr>
<tr>
<td>19</td>
<td>Multi-Select Item</td>
<td>History and Government</td>
<td>Different perspectives on a topic can be obtained from a variety of historic and contemporary sources. Sources can be examined for accuracy. (9)</td>
<td>B, D, E</td>
<td>1 point</td>
</tr>
<tr>
<td>20</td>
<td>Multi-Select Item</td>
<td>Geography</td>
<td>Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural, or economic). (5)</td>
<td>B, E</td>
<td>1 point</td>
</tr>
<tr>
<td>21</td>
<td>Evidence-Based Selected Response</td>
<td>Economics</td>
<td>The fundamental questions of economics include what to produce, how to produce and for whom to produce. (13)</td>
<td>C; B, C</td>
<td>2 points</td>
</tr>
<tr>
<td>22</td>
<td>Multiple Choice</td>
<td>Geography</td>
<td>Modern cultural practices and products show the influence of tradition and diffusion, including the impact of major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism). (8)</td>
<td>B</td>
<td>1 point</td>
</tr>
<tr>
<td>Question No.</td>
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<td>Content Standard</td>
<td>Content Statement</td>
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<td>Points</td>
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</tr>
<tr>
<td>23</td>
<td>Matching Item</td>
<td>Geography</td>
<td>Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed. (3)</td>
<td>---</td>
<td>1 point</td>
</tr>
<tr>
<td>24</td>
<td>Multi-Select Item</td>
<td>Geography</td>
<td>Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed. (3)</td>
<td>A, F</td>
<td>1 point</td>
</tr>
<tr>
<td>25</td>
<td>Short Response</td>
<td>History and Government</td>
<td>Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E. (1)</td>
<td>---</td>
<td>2 points</td>
</tr>
<tr>
<td>26</td>
<td>Graphic Response</td>
<td>Geography</td>
<td>Latitude and longitude can be used to identify absolute location. (4)</td>
<td>---</td>
<td>2 points</td>
</tr>
</tbody>
</table>
Grade 6
Social Studies
Spring 2016 Item Release

Question 1
Question and Scoring Guidelines
Question 1

Four historic events and their dates are shown. Identify the chronological order in which these events occurred by moving them into the blank boxes on the timeline.

Points Possible: 2

Content Standard: History and Government

Content Statement: Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E. (1)

Scoring Guidelines

For this item, a full-credit response (2 points) includes the following:

- “People create...7000 B.C.” at “First blank box”;
  AND
- “King Tutankhamun...1332 B.C.” at “Second blank box”;
  AND
- “Tang Dynasty...618 A.D.” at “Third blank box”;
  AND
- “Ming Dynasty...1368 A.D.” at “Fourth blank box” (2 points).

For this item, a partial-credit response (1 point) includes:

- At least two items in the correct locations (1 point).
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Spring 2016 Item Release

Question 1
Sample Responses
Sample Response: 2 points

Four historic events and their dates are shown.

Identify the chronological order in which these events occurred by moving them into the blank boxes on the time line.

Notes on Scoring

This response earns full credit (2 points) because it has all four events placed correctly on the time line.
Sample Response: 1 point

Four historic events and their dates are shown.
Identify the chronological order in which these events occurred by moving them into the blank boxes on the time line.

Notes on Scoring
This response earns partial credit (1 point) because it has two events placed correctly on the time line (Tang Dynasty...618 A.D.” and “Ming Dynasty...1368 A.D.”).
Sample Response: 1 point

Four historic events and their dates are shown.
Identify the chronological order in which these events occurred by moving them into the blank boxes on the time line.

![Time Line Diagram]

Notes on Scoring

This response earns partial credit (1 point) because it has two events placed correctly on the time line (“King Tutankhamun...1332 B.C.” and “Ming Dynasty...1368 A.D.”).
Sample Response: 0 points

Four historic events and their dates are shown.

Identify the chronological order in which these events occurred by moving them into the blank boxes on the time line.

---

Notes on Scoring

This response receives no credit (0 points) because it has no events placed correctly on the time line.
Sample Response: 0 points

Four historic events and their dates are shown.
Identify the chronological order in which these events occurred by moving them into the blank boxes on the time line.

Notes on Scoring
This response receives no credit (0 points) because it has no events placed correctly on the time line.
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Social Studies
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Question 2

Question and Scoring Guidelines
Question 2

Oil is a valuable resource in the modern world. Among its many uses, oil is made into fuel for cars and into goods such as plastics. Some countries grow very wealthy from exporting oil around the world, while others must import oil to meet their needs.

Identify two examples of productive resources, other than a country’s natural supply of oil, that determine how much oil a country can produce.

Then, describe two economic factors that could influence a country’s decision about whether or not to export its oil.

Type your answer in the space provided.

Points Possible: 4

Content Standard: Economics

Content Statement: The fundamental questions of economics include what to produce, how to produce and for whom to produce. (13)

Scoring Guidelines

Exemplar Response

- A country’s ability to produce oil depends upon its capital goods, such as machinery and equipment, and its human resources, such as available workers. When deciding whether to export oil, a country would need to consider how much oil it needs to meet its own needs. This information will help the country determine if it has any surplus available to export. The country also needs to know how much it will cost to export the oil, to make sure the country will not spend more money shipping oil than it can make by selling oil.

Other Responses

Productive resources affecting oil production:
The response identifies the following categories of resources that help determine a country’s ability to produce oil:

- Human resources: A nation might lack the skilled workers needed
to find and produce oil.

- Capital goods: A nation might lack the equipment, machinery or investments needed to produce oil.

**Economic factors affecting sale of oil:**
The response then describes any two of the following factors that influence a country’s decision about whether to export its oil globally:

- Local demand for oil: Does the nation need all the oil it can produce or does it have a surplus?
- Global demand for oil: Is there a strong market for oil that makes it worth the cost of exporting?
- Cost and/or difficulty of exporting oil: Is the cost or difficulty of distributing the oil too high?
- Trading partners: Does the country have good trading relationships with other countries that need to purchase oil?
- Profit and/or ease of exporting oil: Is there an economic advantage to exporting oil?

<table>
<thead>
<tr>
<th>Score Point</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 points</td>
<td>The response identifies two productive resources that could influence oil production and describes two economic factors that could influence distribution.</td>
</tr>
</tbody>
</table>
| 3 points    | The response identifies two productive resources that could influence oil production and describes one economic factor that could influence distribution.  
OR  
The response identifies one productive resource that could influence oil production and describes two economic factors that could influence distribution. |
| 2 points    | The response identifies two productive resources that could influence oil production but fails to describe any economic factors that could influence distribution.  
OR  
The response describes two economic factors that could influence distribution but fails to identify any productive resources that could influence oil production.  
OR  

The response identifies one productive resource that could influence oil production and describes one economic factor that could influence distribution.

1 point

The response identifies one productive resource that could influence oil production.

OR

The response describes one economic factor that could influence distribution.

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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Social Studies
Spring 2016 Item Release

Question 2
Sample Responses
Sample Response: 4 points

Oil is a valuable resource in the modern world. Among its many uses, oil is made into fuel for cars and into goods such as plastics. Some countries grow very wealthy from exporting oil around the world, while others must import oil to meet their needs.

Identify two examples of productive resources, other than a country’s natural supply of oil, that determine how much oil a country can produce.

Then, describe two economic factors that could influence a country’s decision about whether or not to export its oil.

Type your answer in the space provided.

One example of a productive resource that determine how much oil a country can produce is money or capital goods. We need money to build the oil mines so we can get the oil out of the ground, pay the guys getting it out of the ground, and so many more reasons. Another example of a productive resource that determines how much oil a country can produce is the country’s human resources or workers. We need the workers to get the oil out of the ground. Those are any two examples of productive resources that determine how much oil a country can produce.

One economic factor that could influence a country’s decision about whether or not to export its oil is money. What happens if the country doesn’t have enough money to export its oil to other country’s? Or do we have enough money to pay the workers that could help with the cargo? Those are the question that I ask to myself when I hear this question. Another economic factor that could influence a country’s decision about whether or not to export its oil is what trading partner are they going to export the oil too. Like if a country wouldn’t pay a lot for the oil they might not trade with them. Those are my two economic factors that could influence a country’s decision about whether or not to export its oil.

Notes on Scoring

This response earns full credit (4 points) because it identifies two productive resources that could influence oil production (“capital goods” and “human resources or workers”) and describes two economic factors that could influence distribution (“if the country doesn’t have enough money to export its oil to other country’s” and “what trading partner are they going to export the oil too”).
Sample Response: 4 points

Oil is a valuable resource in the modern world. Among its many uses, oil is made into fuel for cars and into goods such as plastics. Some countries grow very wealthy from exporting oil around the world, while others must import oil to meet their needs.

Identify two examples of productive resources, other than a country’s natural supply of oil, that determine how much oil a country can produce.

Then, describe two economic factors that could influence a country’s decision about whether or not to export its oil.

Type your answer in the space provided.

The country would need a lot of people to get the oil from the ground. Also, the country would need machines and vehicles to get the oil out of the ground. The country would decide to export its oil if they could ship it easily. The country would also need a lot of oil if they chose whether or not to export its oil because they might want it to use for themselves instead of having to import it from another country.

Notes on Scoring

This response earns full credit (4 points) because it identifies two productive resources that could influence oil production (“a lot of people to get the oil from the ground” and “machines and vehicles to get the oil out of the ground”) and describes two economic factors that could influence distribution (“if they could ship it easily” and “The country would also need a lot of oil if they chose whether or not to export its oil because they might want it to use for themselves”).
Sample Response: 3 points

Oil is a valuable resource in the modern world. Among its many uses, oil is made into fuel for cars and into goods such as plastics. Some countries grow very wealthy from exporting oil around the world, while others must import oil to meet their needs. Identify **two** examples of productive resources, other than a country’s natural supply of oil, that determine how much oil a country can produce. Then, describe **two** economic factors that could influence a country’s decision about whether or not to export its oil.

Type your answer in the space provided.

A productive resource of how much oil a country can produce would be how many workers they have out there to help get the oil. Another productive resource would be what kind of machinery they have working to get the oil. An economic factor would be how much the population has grown because with the more people using gas or oil they might need to keep more oil than exporting it. A short in oil would be a big factor on how a country decides how much oil to export or if to export any oil at all.

Notes on Scoring

This response earns partial credit (3 points) because it identifies two productive resources that could influence oil production ("how many workers they have out there to help get the oil" and "what kind of machinery they have working to get the oil") and describes one economic factor that could influence distribution ("with the more people using gas or oil they might need to keep more oil than exporting it").
Sample Response: 3 points

Oil is a valuable resource in the modern world. Among its many uses, oil is made into fuel for cars and into goods such as plastics. Some countries grow very wealthy from exporting oil around the world, while others must import oil to meet their needs.

Identify two examples of productive resources, other than a country’s natural supply of oil, that determine how much oil a country can produce.

Then, describe two economic factors that could influence a country’s decision about whether or not to export its oil.

Type your answer in the space provided.

Two examples of productive resources that determine how much oil a country can produce are machinery, since the country would need machinery to be able to harvest the oil, and electricity, since you would need some kind of electricity to power the machinery needed to harvest the oil. Two economic factors that could influence a country’s decision about whether or not to export its oil are one, its population’s demand for oil, and two, its wealth, since it needs some wealth to be able to export the goods with any means of transportation.

Notes on Scoring

This response earns partial credit (3 points) because it correctly identifies one productive resource that could influence oil production (“machinery”) and describes two economic factors that could influence distribution (“its population’s demand for oil” and “its wealth, since it needs some wealth to be able to export the goods with any means of transportation”).
Sample Response: 2 points

Oil is a valuable resource in the modern world. Among its many uses, oil is made into fuel for cars and into goods such as plastics. Some countries grow very wealthy from exporting oil around the world, while others must import oil to meet their needs.

Identify two examples of productive resources, other than a country’s natural supply of oil, that determine how much oil a country can produce.

Then, describe two economic factors that could influence a country’s decision about whether or not to export its oil.

Type your answer in the space provided.

Two productive resources include iron and coal. Two economic factors include whether or not they have a surplus amount or if the price of oil is worth the expensive amount it is for shipping goods.

Notes on Scoring

This response earns partial credit (2 points) because it describes two economic factors that could influence distribution (“whether or not they have a surplus amount” and “if the price of oil is worth the expensive amount it is for shipping goods”). The response does not earn the other two points because it does not correctly describe two productive resources that could influence distribution.

NOTE: Iron and coal are incorrect as productive resources because they are actually natural resources.
Sample Response: 2 points

Oil is a valuable resource in the modern world. Among its many uses, oil is made into fuel for cars and into goods such as plastics. Some countries grow very wealthy from exporting oil around the world, while others must import oil to meet their needs.

Identify two examples of productive resources, other than a country’s natural supply of oil, that determine how much oil a country can produce.

Then, describe two economic factors that could influence a country’s decision about whether or not to export its oil.

Type your answer in the space provided.

Two examples of productive resources that determine how much oil a country can produce are 1. A country needs machines in an oil factory to determine how much oil to send to other countries and how much to produce, and 2. They need people to work the machines and make sure the machines are working so they may produce and send the oil to other countries.

Notes on Scoring

This response earns partial credit (2 points) because it identifies two productive resources that could influence oil production (“A country needs machines in an oil factory” and “They need people to work the machines”). The response does not earn the other two points because it does not describe economic factors that could influence distribution.
Sample Response: 1 point

Oil is a valuable resource in the modern world. Among its many uses, oil is made into fuel for cars and into goods such as plastics. Some countries grow very wealthy from exporting oil around the world, while others must import oil to meet their needs.

Identify two examples of productive resources, other than a country’s natural supply of oil, that determine how much oil a country can produce.

Then, describe two economic factors that could influence a country’s decision about whether or not to export its oil.

Type your answer in the space provided.

Wood is a productive resource. It is used to make fire for keeping warm. It is also used for building homes. Paper can be used to make books for learning and education.

ECONOMIC FACTORS:
If your country doesn’t have a lot of oil, they won’t export it because they will need to use their own oil.

Notes on Scoring

This response earns partial credit (1 point) because it describes one economic factor that could influence distribution (“If your country doesn’t have a lot of oil, they won’t export it because they will need to use their own oil.”).
Sample Response: 1 point

Oil is a valuable resource in the modern world. Among its many uses, oil is made into fuel for cars and into goods such as plastics. Some countries grow very wealthy from exporting oil around the world, while others must import oil to meet their needs.

Identify two examples of productive resources, other than a country’s natural supply of oil, that determine how much oil a country can produce.

Then, describe two economic factors that could influence a country’s decision about whether or not to export its oil.

Type your answer in the space provided.

2 productive resources are coal and iron ore but they can’t produce a lot of oil because the country is rich in other things. If their country is thriving and has enough oil then send it to other countries who need it, but if your country doesn’t have enough, keep it.

Notes on Scoring

This response earns partial credit (1 point) because it describes one economic factor that could influence distribution (“If their country is thriving and has enough oil then send it to other countries who need it, but if your country doesn’t have enough, keep it”).

NOTE: Iron and coal are incorrect as productive resources because they are actually natural resources.
Sample Response: 0 points

Oil is a valuable resource in the modern world. Among its many uses, oil is made into fuel for cars and into goods such as plastics. Some countries grow very wealthy from exporting oil around the world, while others must import oil to meet their needs.

Identify two examples of productive resources, other than a country’s natural supply of oil, that determine how much oil a country can produce.

Then, describe two economic factors that could influence a country’s decision about whether or not to export its oil.

Type your answer in the space provided.

The two productive resources are natural gas and soil, then the two economic factors are natural gas and mining.

Notes on Scoring

This response receives no credit (0 points) because it indicates inadequate understanding of the concept needed to answer the item. The information provided is incorrect.
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Spring 2016 Item Release

Question 3
Question and Scoring Guidelines
Question 3

This chart describes the movement of people, products and ideas throughout China.

Identify the factor that influenced each movement.

Move the factors into the blank boxes to complete the chart.

<table>
<thead>
<tr>
<th><strong>Diffusion in China</strong></th>
<th><strong>Movement of People, Goods, or Ideas</strong></th>
<th><strong>Factor Influencing this Movement</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Islam spread to some parts of China.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chinese cities grew larger during the past few decades.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>More Chinese people than ever before now speak English.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clothing made in China is imported to the United States and sold at low cost.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Arab traders traveled throughout Asia.</td>
<td>Chinese workers are often paid low wages when compared to similar workers in Western countries.</td>
</tr>
<tr>
<td></td>
<td>New jobs were created near population centers in China.</td>
<td>The Chinese government eased restrictions on international travel.</td>
</tr>
</tbody>
</table>

**Points Possible:** 2

**Content Standard:** Geography

**Content Statement:** Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today. (7)
Scoring Guidelines

For this item, a full-credit response (2 points) includes:

- “Arab traders traveled throughout Asia.” at “Islam spread to some parts of China.”;
  
  AND

- “New jobs were created near population centers in China.” at “Chinese cities grew larger during the past few decades.”;
  
  AND

- “The Chinese government eased restrictions on international travel.” At “More Chinese people than ever before now speak English.”;
  
  AND

- “Chinese workers are often paid low wages when compared to similar workers in Western countries.” at “Clothing made in China is imported to the United States and sold at low cost.” (2 points).

For this item, a partial-credit response (1 point) includes:

- Any two factors in the correct locations (1 point).
Grade 6
Social Studies
Spring 2016 Item Release

Question 3
Sample Responses
Sample Response: 2 points

This chart describes the movement of people, products and ideas throughout China.

Identify the factor that influenced each movement.

Move the factors into the blank boxes to complete the chart.

<table>
<thead>
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</tr>
</tbody>
</table>

Notes on Scoring

This response earns full credit (2 points) because it has correctly placed the factors that influenced each movement in the boxes.
Sample Response: 1 point

This chart describes the movement of people, products and ideas throughout China.

Identify the factor that influenced each movement.

Move the factors into the blank boxes to complete the chart.

<table>
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</tr>
</tbody>
</table>

Notes on Scoring

This response earns partial credit (1 point) because it has correctly placed two factors that influenced each movement in the boxes ("Arab traders traveled throughout Asia." at "Islam spread to some parts of China." and "New jobs were created near population centers in China." at "Chinese cities grew larger during the past few decades.").
Sample Response: 1 point

This chart describes the movement of people, products and ideas throughout China.

Identify the factor that influenced each movement.

Move the factors into the blank boxes to complete the chart.

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</tr>
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</table>

Notes on Scoring

This response earns partial credit (1 point) because it has correctly placed two factors that influenced each movement in the boxes (“New jobs were created near population centers in China.” at “Chinese cities grew larger during the past few decades.” and “The Chinese government eased restrictions on international travel.” at “More Chinese people than ever before now speak English.”).
Sample Response: 0 points

This chart describes the movement of people, products and ideas throughout China.

Identify the factor that influenced each movement.

Move the factors into the blank boxes to complete the chart.

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Notes on Scoring
This response receives no credit (0 points) because it has no correct matches of factors that influenced each movement.
Sample Response: 0 points

This chart describes the movement of people, products and ideas throughout China.

Identify the factor that influenced each movement.

Move the factors into the blank boxes to complete the chart.

<table>
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Notes on Scoring

This response receives no credit (0 points) because it has only one correct match of a factor that influenced a movement ("Arab traders traveled throughout Asia." at "Islam spread to some parts of China.").
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Social Studies
Spring 2016 Item Release

Question 4

Question and Scoring Guidelines
Question 4

A map of Asia is shown.

Which city is located in a tropical region that receives rain all year long?

A  Beijing
B  Jakarta
C  Tehran
D  Tokyo

Points Possible: 1

Content Standard: Geography

Content Statement: Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed. (3)
Scoring Guidelines

Rationale for Option A: This is incorrect. Beijing is located in a region that has a moderate climate with humid summers, not in a tropical region that receives rain all year.

Rationale for Option B: Key – Jakarta is located in a tropical region that receives rain all year long.

Rationale for Option C: This is incorrect. Tehran is located in a dry climate region with some rain and surrounding deserts, not in a tropical region that receives rain all year.

Rationale for Option D: This is incorrect. Tokyo is located in a moderate climate region that experiences humid and rainy summers, not in a tropical climate region that receives rain all year.

Sample Response: 1 point
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Social Studies
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Question 5

Question and Scoring Guidelines
Question 5

Which two countries would be likely to trade with one another?

A. two countries that are located far away from each other
B. two countries that both have about the same population
C. two countries whose people both speak the same language
D. two countries that each specialize in producing different goods

Points Possible: 1
Content Standard: Economics
Content Statement: When regions and/or countries specialize, global trade occurs. (14)

Scoring Guidelines

Rationale for Option A: This is incorrect. The best predictor of trade is not countries’ geographical relationships; rather, it is whether countries specialize in producing different kinds of goods.

Rationale for Option B: This is incorrect. The best predictor of trade is not population; rather, it is whether countries specialize in producing different kinds of goods.

Rationale for Option C: This is incorrect. The best predictor of trade is not cultural similarity; rather, it is whether countries specialize in producing different kinds of goods.

Rationale for Option D: Key – The best predictor of trade is whether countries specialize in producing different kinds of goods.
Sample Response: 1 point

Which two countries would be likely to trade with one another?

A. two countries that are located far away from each other
B. two countries that both have about the same population
C. two countries whose people both speak the same language
D. two countries that each specialize in producing different goods
Grade 6
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Question 6

Question and Scoring Guidelines
Question 6

The development of early civilizations was influenced by local geographic conditions.

Which geographic feature was shared by the early civilizations that developed in China, Egypt, India, and Mesopotamia?

A. river valleys
B. island chains
C. mountain ranges
D. temperate grasslands

Points Possible: 1

Content Standard: History and Government

Content Statement: Early civilizations (India, Egypt, China and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today. (2)

Scoring Guidelines

Rationale for Option A: Key – In each of these regions, civilizations developed first in the river valleys, such as the Nile Valley in Egypt or the region around the Tigris and Euphrates rivers in Mesopotamia.

Rationale for Option B: This is incorrect. While many cities developed on islands as a form of protection, island chains were not a geographic characteristic shared by the early civilizations of China, Egypt, India and Mesopotamia.

Rationale for Option C: This is incorrect. Mountain ranges were not a geographic feature common among the early civilizations in China, India, Egypt and Mesopotamia. Mountain ranges did not afford the environment for early civilizations to easily grow crops and develop.
Rationale for Option D: This is incorrect. All of the early civilizations did not develop in temperate grasslands; for example, Egypt is located in an arid climate along the Nile River.

Sample Response: 1 point

The development of early civilizations was influenced by local geographic conditions.
Which geographic feature was shared by the early civilizations that developed in China, Egypt, India, and Mesopotamia?

- river valleys
- island chains
- mountain ranges
- temperate grasslands
Grade 6
Social Studies
Spring 2016 Item Release

Question 7

Question and Scoring Guidelines
Question 7

How are prices set in a market?

(A) Only businesses set prices.
(B) Only consumers set prices.
(C) The government sets prices.
(D) Supply and demand set prices.

Points Possible: 1

Content Standard: Economics

Content Statement: The interaction of supply and demand, influenced by competition, helps to determine price in a market. This interaction also determines the quantities of outputs produced and the quantities of inputs (human resources, natural resources and capital) used. (15)

Scoring Guidelines

Rationale for Option A: This is incorrect. Businesses alone do not set prices in a free market; rather, the interaction of supply and demand sets prices in a free market.

Rationale for Option B: This is incorrect. Consumers alone do not set prices in a free market; rather, the interaction of supply and demand sets prices in a free market.
Rationale for Option C: This is incorrect. The government does not set prices in a free market; rather, the interaction of supply and demand sets prices in a free market.

Rationale for Option D: Key – Supply and demand set prices in a free market.

Sample Response: 1 point
Grade 6
Social Studies
Spring 2016 Item Release

Question 8

Question and Scoring Guidelines
Question 8

A vegetation map of Africa is shown.

**Natural Vegetation of Africa**

Select the two statements that can be verified using this map.

- [ ] Tropical rain forests are found in central Africa.
- [ ] East Africa has the highest levels of yearly rainfall.
- [ ] Northern Africa has more cities than Southern Africa.
- [ ] Desert and desert scrub cover the majority of North Africa.
- [ ] Cities with the highest population densities are found in West Africa.
- [ ] Mediterranean forests are found on the southeastern coast of Africa.

**Points Possible:** 1

**Content Standard:** Geography

**Content Statement:** Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed. (3)
Scoring Guidelines

Rationale for First Option: Key – Tropical rain forests cover a significant portion of west-central Africa, extending along the West African coast.

Rationale for Second Option: This is incorrect. Annual precipitation levels cannot be determined by using this vegetation map of Africa.

Rationale for Third Option: This is incorrect. Information regarding cities in Africa cannot be determined by using this vegetation map.

Rationale for Fourth Option: Key – Desert and desert scrub are the most commonly found types of vegetation in Northern Africa.

Rationale for Fifth Option: This is incorrect. Information regarding cities and their locations cannot be determined using this vegetation map.

Rationale for Sixth Option: This is incorrect. Mediterranean Forests are found on the northwestern coast of Africa, along the Mediterranean Sea, not on the southeastern coast.
Grade 6
Social Studies
Spring 2016 Item Release

Question 8
Sample Responses
Sample Response: 1 point

A vegetation map of Africa is shown.

Natural Vegetation of Africa

<table>
<thead>
<tr>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tropical Rain Forest</td>
</tr>
<tr>
<td>Tropical Savannah</td>
</tr>
<tr>
<td>Desert Scrub</td>
</tr>
<tr>
<td>Desert</td>
</tr>
<tr>
<td>Highland</td>
</tr>
<tr>
<td>Mediterranean Forest</td>
</tr>
</tbody>
</table>

Select the two statements that can be verified using this map.

- Tropical rain forests are found in central Africa.
- Desert and desert scrub cover the majority of North Africa.
- East Africa has the highest levels of yearly rainfall.
- Northern Africa has more cities than Southern Africa.
- Cities with the highest population densities are found in West Africa.
- Mediterranean forests are found on the southeastern coast of Africa.

Notes on Scoring

This response earns full credit (1 point) because it has correctly selected the two statements that can be verified using the map. Tropical rain forests cover a significant portion of west-central Africa, extending along the West African coast. Desert and desert scrub are the most commonly found types of vegetation in Northern Africa.
Sample Response: 0 points

A vegetation map of Africa is shown.

Natural Vegetation of Africa

Select the two statements that can be verified using this map.

☐ Tropical rain forests are found in central Africa.
☒ East Africa has the highest levels of yearly rainfall.
☐ Northern Africa has more cities than Southern Africa.
☒ Desert and desert scrub cover the majority of North Africa.
☐ Cities with the highest population densities are found in West Africa.
☐ Mediterranean forests are found on the southeastern coast of Africa.

Notes on Scoring

This response receives no credit (0 points) because it selected only one correct statement that can be verified using the map ("Desert and desert scrub cover the majority of North Africa.").
Grade 6
Social Studies
Spring 2016 Item Release

Question 9

Question and Scoring Guidelines
Question 9

You read a book about the different ways laws are made in countries with different forms of government. You also watch a television show about the same topic.

How do you decide which source of information is more reliable?

A. by deciding that television shows never have accurate information
B. by comparing the sources of both the television show and the book
C. by reading the book first and checking whether the television show has the same information
D. by watching the television show first and checking whether the information is repeated in the book

Points Possible: 1

Content Standard: History and Government

Content Statement: Different perspectives on a topic can be obtained from a variety of historic and contemporary sources. Sources can be examined for accuracy. (9)

Scoring Guidelines

Rationale for Option A: This is incorrect. Television shows are not always inaccurate. In fact, if used appropriately, they can be reliable sources.

Rationale for Option B: Key – Determining the sources used in both the book and the television show will help determine their reliability.

Rationale for Option C: This is incorrect. Reading the book first does not evaluate the reliability of the information in either source. For that, you need to find out where the information came from.

Rationale for Option D: This is incorrect. Watching the show and then checking the book does not evaluate the reliability of the information in either source. For that, you need to find out where the information came from.
Sample Response: 1 point

You read a book about the different ways laws are made in countries with different forms of government. You also watch a television show about the same topic.

How do you decide which source of information is more reliable?

1. by deciding that television shows never have accurate information
2. by comparing the sources of both the television show and the book
3. by reading the book first and checking whether the television show has the same information
4. by watching the television show first and checking whether the information is repeated in the book
Grade 6
Social Studies
Spring 2016 Item Release

Question 10
Question and Scoring Guidelines
Question 10

Country A and Country B trade with one another based on their needs and specialized industries.

Complete the chart by identifying the two industries that each country specializes in, based on their characteristics and imports.

Move the two industries into the industry part of the table for both countries.

• You do not need to use all the industries.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Industry</th>
<th>Imports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Landlocked</td>
<td></td>
<td>Oil and other natural resources</td>
</tr>
<tr>
<td>Densely populated cities</td>
<td></td>
<td>Fresh produce</td>
</tr>
<tr>
<td>Large amounts of industrial land</td>
<td></td>
<td>Cotton</td>
</tr>
<tr>
<td>Many colleges and universities</td>
<td></td>
<td>Raw building materials</td>
</tr>
<tr>
<td>Large land mass</td>
<td>Clothing</td>
<td>Farm tractors and other machinery</td>
</tr>
<tr>
<td>Rich farmland</td>
<td></td>
<td>Computers</td>
</tr>
<tr>
<td>Coal deposits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Large population</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Points Possible: 2

Content Standard: Economics

Content Statement: When regions and/or countries specialize, global trade occurs. (14)

Scoring Guidelines

For this item, a full-credit response (2 points) includes:

• “Manufacturing” at “Country A Industry”;
  AND
• “Technology development” at “Country A Industry”;
  AND
• “Agriculture” at “Country B Industry”;
  AND
• “Mining” at “Country B Industry” (2 points).

For this item, a partial-credit response (1 point) includes:

• At least two industries in the correct locations (1 point).
Sample Response: 2 points

Country A and Country B trade with one another based on their needs and specialized industries.

Complete the chart by identifying the two industries that each country specializes in, based on their characteristics and imports.

Move the two industries into the Industry part of the table for both countries.

- You do not need to use all the industries.

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<td>Cotton</td>
</tr>
<tr>
<td>Many colleges and universities</td>
<td></td>
<td>Raw building materials</td>
</tr>
<tr>
<td>Country A</td>
<td>Agriculture</td>
<td>Clothing</td>
</tr>
<tr>
<td>Coal deposits</td>
<td>Mining</td>
<td>Farm tractors and other machinery</td>
</tr>
<tr>
<td>Large population</td>
<td></td>
<td>Computers</td>
</tr>
</tbody>
</table>

Notes on Scoring

This response earns full credit (2 points) because it has correctly placed the two industries in the “Industry” part of the table for both countries.
Sample Response: 1 point

Country A and Country B trade with one another based on their needs and specialized industries.

Complete the chart by identifying the two industries that each country specializes in, based on their characteristics and imports.

Move the two industries into the Industry part of the table for both countries.

- You do not need to use all the industries.

### Notes on Scoring

This response earns partial credit (1 point) because it has correctly placed only two industries in the correct location in the table (“Manufacturing” at “Country A Industry” and “Agriculture” at “Country B Industry”).
Sample Response: 1 point

Country A and Country B trade with one another based on their needs and specialized industries.

Complete the chart by identifying the two industries that each country specializes in, based on their characteristics and imports.

Move the two industries into the Industry part of the table for both countries.

- You do not need to use all the industries.

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</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>universities</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Country B</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Large land mass</td>
<td>Fishing</td>
<td>Clothing</td>
</tr>
<tr>
<td>Rich farmland</td>
<td></td>
<td>Farm tractors and other</td>
</tr>
<tr>
<td>Coal deposits</td>
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<td>machinery</td>
</tr>
<tr>
<td>Large population</td>
<td>Shipping</td>
<td>Computers</td>
</tr>
</tbody>
</table>

Notes on Scoring

This response earns partial credit (1 point) because it has correctly placed only two industries in the correct location in the table (“Manufacturing” and “Technology development” at “Country A Industry”).
Sample Response: 0 points

Country A and Country B trade with one another based on their needs and specialized industries.

Complete the chart by identifying the two industries that each country specializes in, based on their characteristics and imports.

Move the two industries into the Industry part of the table for both countries.

- You do not need to use all the industries.

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</tr>
</tbody>
</table>

Notes on Scoring

This response receives no credit (0 points) because it has not correctly selected the industries for either country.
Sample Response: 0 points

Country A and Country B trade with one another based on their needs and specialized industries.

Complete the chart by identifying the two industries that each country specializes in, based on their characteristics and imports.

Move the two industries into the Industry part of the table for both countries.

- You do not need to use all the industries.

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</table>

| Country B       |          |         |
| Large land mass | Manufacturing | Clothing |
| Rich farmland   | Technology development | Farm tractors and other machinery |
| Coal deposits   |               | Computers |
| Large population|               |         |

Notes on Scoring

This response receives no credit (0 points) because it has not correctly selected the industries for either country.
Grade 6
Social Studies
Spring 2016 Item Release

Question 11
Question and Scoring Guidelines
The Chinese cities of Shanghai and Beijing each have populations of over 21 million people. This makes them among the most populous cities in the world.

What is an unintended consequence of the growth of these cities?

A  a large number of city services
B  increased levels of air pollution
C  increased economic opportunities
D  a variety of apartment and office buildings

Points Possible: 1

Content Standard: Geography

Content Statement: Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment. (6)

Scoring Guidelines

Rationale for Option A: This is incorrect. The provision of a large number of city services is an intended consequence of growth because it provides jobs and draws new residents to an area.

Rationale for Option B: Key – The large population and level of business activity in these cities leads to air pollution. Air pollution is an unintended but impactful consequence of the sizes of these cities.

Rationale for Option C: This is incorrect. Increased employment opportunities is an intended consequence of urban growth. As cities expand, the intention is for commerce and industry to grow as well.

Rationale for Option D: This is incorrect. One intended consequence of expanding and growing cities is to build apartment and office buildings to offer housing and business space to residents.
Sample Response: 1 point

The Chinese cities of Shanghai and Beijing each have populations of over 21 million people. This makes them among the most populous cities in the world.

What is an unintended consequence of the growth of these cities?

A. a large number of city services
B. increased levels of air pollution
C. increased economic opportunities
D. a variety of apartment and office buildings
Grade 6
Social Studies
Spring 2016 Item Release

Question 12
Question and Scoring Guidelines
Question 12

A map of Egypt is shown. The city of Alexandria, Egypt, is located at 31°N, 30°E. The city of Luxor, Egypt, is located at 26°N, 33°E.

A. Use the coordinates to place a point on the location of Alexandria.
B. Place a point on the map in the location of Luxor.

Points Possible: 2

Content Standard: Geography

Content Statement: Latitude and longitude can be used to identify absolute location. (4)

Scoring Guidelines

For this item, a full-credit response (2 points) includes:

- The student places the point in the location of Alexandria;

  AND

- The student places the point in the location of Luxor (2 points).

For this item, a partial-credit response (1 point) includes:

- The student places the point in the location of Alexandria (1 point).

  OR

- The student places the point in the location of Luxor (1 point).
Grade 6
Social Studies
Spring 2016 Item Release

Question 12
Sample Responses
Sample Response: 2 points

A map of Egypt is shown. The city of Alexandria, Egypt, is located at 31°N, 30°E. The city of Luxor, Egypt, is located at 26°N, 33°E.

A. Use the coordinates to place a point on the location of Alexandria.
B. Place a point on the map in the location of Luxor.

Notes on Scoring

This response earns full credit (2 points) because both dots are placed at the correct locations of the cities on the map.
Sample Response: 1 point

A map of Egypt is shown. The city of Alexandria, Egypt, is located at 31°N, 30°E. The city of Luxor, Egypt, is located at 26°N, 33°E.

A. Use the coordinates to place a point on the location of Alexandria.

B. Place a point on the map in the location of Luxor.

Notes on Scoring

This response earns partial credit (1 point) because it has only the city of Luxor correctly located on the map.
Sample Response: 1 point

A map of Egypt is shown. The city of Alexandria, Egypt, is located at 31°N, 30°E. The city of Luxor, Egypt, is located at 26°N, 33°E.

A. Use the coordinates to place a point on the location of Alexandria.

B. Place a point on the map in the location of Luxor.

Notes on Scoring

This response earns partial credit (1 point) because it has only the city of Alexandria correctly located on the map.
Sample Response: 0 points

A map of Egypt is shown. The city of Alexandria, Egypt, is located at 31°N, 30°E. The city of Luxor, Egypt, is located at 26°N, 33°E.

A. Use the coordinates to place a point on the location of Alexandria.
B. Place a point on the map in the location of Luxor.

Notes on Scoring

This response receives no credit (0 points) because it has no correct locations of the cities on the map.
Sample Response: 0 points

A map of Egypt is shown. The city of Alexandria, Egypt, is located at 31°N, 30°E. The city of Luxor, Egypt, is located at 26°N, 33°E.

A. Use the coordinates to place a point on the location of Alexandria.
B. Place a point on the map in the location of Luxor.

Notes on Scoring

This response receives no credit (0 points) because it has identified too many locations of the cities on the map.
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Question 13
Question and Scoring Guidelines
Question 13

A map of Asia is shown.

Annual Precipitation in Asia

Which region generally has the driest climate?

- A  Eastern Asia
- B  Southern Asia
- C  Southeastern Asia
- D  Southwestern Asia

Points Possible: 1

Content Standard: Geography

Content Statement: Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural or economic). (5)
Scoring Guidelines

Rationale for Option A: This is incorrect. There are parts of Eastern Asia that receive between 60 – 80 inches of precipitation a year, while there are only small parts of Southwestern Asia that receive between 40 – 60 inches a year, making Southwestern Asia drier than Eastern Asia.

Rationale for Option B: This is incorrect. Parts of Southern Asia receive over 80 inches of precipitation a year, which is far more than the majority of places in Southwestern Asia.

Rationale for Option C: This is incorrect. Southeastern Asia is the region that receives the most precipitation of any region of Asia, which means it cannot have the driest climate.

Rationale for Option D: Key – The driest climate region of the options available is Southwestern Asia. According to the map, a large portion of this region receives less than 10 inches of precipitation each year.

Sample Response: 1 point
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Question 14
Question and Scoring Guidelines
Question 14

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

**Part A**
Which geographic feature allowed early civilizations in Egypt, India, Mesopotamia, and China to develop?

- A) deserts
- B) forests
- C) mountains
- D) rivers

**Part B**
Which statement explains how this geographic feature helped these civilizations develop?

- A) It contained salt that people used for trade.
- B) It provided lumber that was used to build shelters.
- C) It gave people protection against invading armies.
- D) It made surrounding areas of land fertile for farming.

Points Possible: 2

Content Standard: History and Government

Content Statement: Early civilizations (India, Egypt, China and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today. (2)
Scoring Guidelines

Part A
Rationale for First Option: This is incorrect. Although deserts existed in each of these civilizations, they were not what led to the development of these civilizations.

Rationale for Second Option: This is incorrect. Egypt and Mesopotamia did not have large areas of forestland.

Rationale for Third Option: This is incorrect. Mesopotamia and Egypt did not have mountain ranges, nor were mountain ranges a primary driver of the development of civilizations.

Rationale for Fourth Option: Key – Civilizations in Egypt, India, Mesopotamia and China were fostered by fertile river valleys.

Part B
Rationale for First Option: This is incorrect. The rivers were freshwater sources and did not provide salt for trade.

Rationale for Second Option: This is incorrect. Although there are often trees near rivers, trees were not a major factor that led to the development of ancient civilizations.

Rationale for Third Option: This is incorrect. River valleys in themselves are not an effective defense against invading armies.

Rationale for Fourth Option: Key – Rivers in each of the civilizations flooded surrounding areas, depositing silt and other minerals, which in turn made the land extremely fertile.
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Social Studies
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Question 14
Sample Responses
Sample Response: 2 points

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

**Part A**
Which geographic feature allowed early civilizations in Egypt, India, Mesopotamia, and China to develop?
- A. deserts
- B. forests
- C. mountains
- D. rivers

**Part B**
Which statement explains how this geographic feature helped these civilizations develop?
- A. It contained salt that people used for trade.
- B. It provided lumber that was used to build shelters.
- C. It gave people protection against invading armies.
- D. It made surrounding areas of land fertile for farming.

**Notes on Scoring**
This response earns full credit (2 points) because the selections are correct for Parts A and B. For Part A, civilizations in the areas were fostered by fertile river valleys. For Part B, rivers in each of the civilizations flooded surrounding areas, depositing silt and other minerals, which in turn made the land extremely fertile.
Sample Response: 1 point

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

<table>
<thead>
<tr>
<th>Part A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which geographic feature allowed early civilizations in Egypt, India, Mesopotamia, and China to develop?</td>
</tr>
<tr>
<td>□ deserts</td>
</tr>
<tr>
<td>□ forests</td>
</tr>
<tr>
<td>□ mountains</td>
</tr>
<tr>
<td>□ rivers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which statement explains how this geographic feature helped these civilizations develop?</td>
</tr>
<tr>
<td>□ It contained salt that people used for trade.</td>
</tr>
<tr>
<td>□ It provided lumber that was used to build shelters.</td>
</tr>
<tr>
<td>□ It gave people protection against invading armies.</td>
</tr>
<tr>
<td>□ It made surrounding areas of land fertile for farming.</td>
</tr>
</tbody>
</table>

Notes on Scoring

This response earns partial credit (1 point) because the selection is correct for Part A. For Part A, civilizations in the areas were fostered by fertile river valleys. The response does not earn the second point because the selection for Part B is incorrect. Although there are often trees near rivers, trees were not a major factor that led to the development of ancient civilizations.
Sample Response: 0 points

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

**Part A**
Which geographic feature allowed early civilizations in Egypt, India, Mesopotamia, and China to develop?
- (A) deserts
- (B) forests
- (C) mountains
- (D) rivers

**Part B**
Which statement explains how this geographic feature helped these civilizations develop?
- (A) It contained salt that people used for trade.
- (B) It provided lumber that was used to build shelters.
- (C) It gave people protection against invading armies.
- (D) It made surrounding areas of land fertile for farming.

**Notes on Scoring**
This response receives no credit (0 points) because the selections are incorrect for both Parts A and B.
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Social Studies
Spring 2016 Item Release

Question 15
Question and Scoring Guidelines
A table of population data for four countries in the Eastern Hemisphere is shown.

### Population Data

<table>
<thead>
<tr>
<th></th>
<th>Population</th>
<th>Population Growth Rate (Percent)</th>
<th>Median Age (Years)</th>
<th>Life Expectancy (Years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>22,507,617</td>
<td>1.09</td>
<td>38.30</td>
<td>82.07</td>
</tr>
<tr>
<td>China</td>
<td>1,355,692,576</td>
<td>0.44</td>
<td>36.70</td>
<td>75.15</td>
</tr>
<tr>
<td>India</td>
<td>1,236,344,631</td>
<td>1.25</td>
<td>27.00</td>
<td>67.80</td>
</tr>
<tr>
<td>Japan</td>
<td>127,103,388</td>
<td>−0.13</td>
<td>46.10</td>
<td>84.46</td>
</tr>
</tbody>
</table>

Source: The World Factbook

Which conclusion can be drawn based on the data in the table?

- **A**: The countries with the largest populations have the longest life expectancies.
- **B**: The countries with the longest life expectancies have the highest median ages.
- **C**: The countries with the largest populations have the fastest population growth rates.
- **D**: The countries with the highest median ages have the fastest population growth rates.

### Scoring Guidelines

**Rationale for Option A**: This is incorrect. According to the data in the table, countries with a larger population have shorter life expectancies.

**Rationale for Option B**: Key – According to the data in the table, there is a relationship between median age and life expectancy, where countries with a longer life expectancy at birth have a higher median age.
Rationale for Option C: This is incorrect. Although the country with the fastest growth rate (India) is among the most populous, the data in the table does not show the relationship of countries with a larger population having a faster growth rate.

Rationale for Option D: This is incorrect. Although the country with the second-highest median age and second-fastest growth rate is the same (Australia), the data in the table does not show the relationship of countries with a higher median age having a faster population growth rate. The country with the highest median age is losing population (Japan).

Sample Response: 1 point

A table of population data for four countries in the Eastern Hemisphere is shown.

<table>
<thead>
<tr>
<th>Population Data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Population</th>
<th>Population Growth Rate (Percent)</th>
<th>Median Age (Years)</th>
<th>Life Expectancy (Years)</th>
</tr>
</thead>
<tbody>
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<td>Australia</td>
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</tr>
<tr>
<td>China</td>
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<td>0.44</td>
<td>36.70</td>
</tr>
<tr>
<td>India</td>
<td>1,236,344,631</td>
<td>1.25</td>
<td>27.00</td>
</tr>
<tr>
<td>Japan</td>
<td>127,103,388</td>
<td>-0.13</td>
<td>46.10</td>
</tr>
</tbody>
</table>

Source: The World Factbook

Which conclusion can be drawn based on the data in the table?

A The countries with the largest populations have the longest life expectancies.

B The countries with the longest life expectancies have the highest median ages.

C The countries with the largest populations have the fastest population growth rates.

D The countries with the highest median ages have the fastest population growth rates.
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Question 16

Question and Scoring Guidelines
**Question 16**

What must be considered when examining the accuracy of information presented in a social studies textbook?

- **A** The information must come from modern sources only.
- **B** The author must use information from original sources only.
- **C** The information must be consistent with information presented in a variety of other sources.
- **D** The information must include quotations from historical figures and photographs of artifacts.

**Points Possible: 1**

**Content Standard:** History and Government

**Content Statement:** Different perspectives on a topic can be obtained from a variety of historic and contemporary sources. Sources can be examined for accuracy. (9)

**Scoring Guidelines**

**Rationale for Option A:** This is incorrect. In most cases, social studies textbooks must draw upon both modern and older sources.

**Rationale for Option B:** This is incorrect. The author needs to use information from a variety of reliable sources in order to have the most complete and accurate information.

**Rationale for Option C:** Key – Information must be verified by being consistent with information provided by a variety of other sources.

**Rationale for Option D:** This is incorrect. Although quotations and photos of artifacts enhance a textbook, they do not help verify the accuracy of the information provided in the textbook.
Sample Response: 1 point

What must be considered when examining the accuracy of information presented in a social studies textbook?

- (A) The information must come from modern sources only.
- (B) The author must use information from original sources only.
- (C) The information must be consistent with information presented in a variety of other sources.
- (D) The information must include quotations from historical figures and photographs of artifacts.
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Question 17
Question and Scoring Guidelines
Question 17

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

**Part A**

Why did Islam spread from the Arabian Peninsula to East Africa?

- [ ] A because of the conquest of Africa by European invaders
- [ ] B because of trade between Muslim and East African merchants
- [ ] C because of a drought that forced people living in the Arabian Peninsula to move to Africa
- [ ] D because of a common language shared by people living in Africa and the Arabian Peninsula

**Part B**

Different factors cause people, products and ideas to move from place to place.

Which type of factor does your response in Part A represent?

- [ ] A economic
- [ ] B environmental
- [ ] C political
- [ ] D social

**Points Possible:** 2

**Content Standard:** Geography

**Content Statement:** Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today. (7)
Scoring Guidelines

Part A
Rationale for First Option: This is incorrect. European invaders conquered parts of the Middle East, not Africa, and European invaders were not responsible for the spread of Islam.

Rationale for Second Option: Key – An extensive trade network brought Muslim and East African merchants into contact and led to the spread of Islam into East Africa.

Rationale for Third Option: This is incorrect. The Arabian Peninsula is a desert environment in a perpetual state of drought; however, the people adapted to the climate and did not export Islam as a result of the climate.

Rationale for Fourth Option: This is incorrect. During the time that Islam was spread, people from the Arabian Peninsula spoke Arabic and people in Africa spoke a variety of local languages.

Part B
Rationale for First Option: Key – Trade is an economic factor.

Rationale for Second Option: This is incorrect. Trade is not an environmental factor. It is an economic factor.

Rationale for Third Option: This is incorrect. Trade is not a political factor. It is an economic factor.

Rationale for Fourth Option: This is incorrect. Trade is not a social factor. It is an economic factor.
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Question 17
Sample Responses
Sample Response: 2 points

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

Part A

Why did Islam spread from the Arabian Peninsula to East Africa?

A  because of the conquest of Africa by European invaders
B  because of trade between Muslim and East African merchants
C  because of a drought that forced people living in the Arabian Peninsula to move to Africa
D  because of a common language shared by people living in Africa and the Arabian Peninsula

Part B

Different factors cause people, products and ideas to move from place to place.

Which type of factor does your response in Part A represent?

A  economic
B  environmental
C  political
D  social

Notes on Scoring

This response earns full credit (2 points) because the selections are correct for Parts A and B. For Part A, an extensive trade network brought Muslim and East African merchants into contact and led to the spread of Islam into East Africa. For Part B, trade is an economic factor.
Sample Response: 1 point

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

**Part A**
Why did Islam spread from the Arabian Peninsula to East Africa?
- A  because of the conquest of Africa by European invaders
-  because of trade between Muslim and East African merchants
- C  because of a drought that forced people living in the Arabian Peninsula to move to Africa
- D  because of a common language shared by people living in Africa and the Arabian Peninsula

**Part B**
Different factors cause people, products and ideas to move from place to place.

Which type of factor does your response in Part A represent?
- A  economic
- B  environmental
-  political
- D  social

**Notes on Scoring**
This response earns partial credit (1 point) because the selection is correct for Part A, but incorrect for Part B. For Part B, trade is not a political factor. It is an economic factor.
Sample Response: 0 points

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

**Part A**

Why did Islam spread from the Arabian Peninsula to East Africa?

A. because of the conquest of Africa by European invaders
B. because of trade between Muslim and East African merchants
C. because of a drought that forced people living in the Arabian Peninsula to move to Africa
D. because of a common language shared by people living in Africa and the Arabian Peninsula

**Part B**

Different factors cause people, products and ideas to move from place to place.

Which type of factor does your response in Part A represent?

A. economic
B. environmental
C. political
D. social

**Notes on Scoring**

This response receives no credit (0 points) because the selections are incorrect for both parts.
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Social Studies
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Question 18

Question and Scoring Guidelines
Question 18

For many years, humans have made changes to their physical environments to meet their needs. Often, human modifications can have unintended consequences on the environment. Select the boxes to identify whether each consequence of human modification was intended or unintended.

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Intended</th>
<th>Unintended</th>
</tr>
</thead>
<tbody>
<tr>
<td>A company in the Middle East clears fields to build a factory, which brings employment to many local residents.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A company in Democratic Republic of the Congo expands into a remote rainforest area, which disturbs the natural habitat of many animals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A local Chinese government builds a dam in an area known for floods, which greatly reduces the number of fish available to fishermen downstream.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A local Cambodian government builds and paves a road to connect two villages, which cuts down the travel time between the villages by more than one hour.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Points Possible: 2

Content Strand: Geography

Content Standard: Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment. (6)
Scoring Guidelines

For this item, a full-credit response includes:

- “Intended” selected for “A company in the Middle East clears fields to build a factory, which brings employment to many local residents.”;

AND

- “Unintended” selected for “A company in Democratic Republic of the Congo expands into a remote rainforest area, which disturbs the natural habitat of many animals.”;

AND

- “Unintended” selected for “A local Chinese government builds a dam in an area known for floods, which greatly reduces the number of fish available to fishermen downstream.”;

AND

- “Intended” selected for “A local Cambodian government builds and paves a road to connect two villages, which cuts down the travel time between the villages by more than one hour.” (2 points).

For this item, a partial-credit response includes:

- At least two correct responses selected (1 point).
Grade 6
Social Studies
Spring 2016 Item Release

Question 18

Sample Responses
Sample Response: 2 points

For many years, humans have made changes to their physical environments to meet their needs. Often, human modifications can have unintended consequences on the environment.

Select the boxes to identify whether each consequence of human modification was intended or unintended.

<table>
<thead>
<tr>
<th>Consequence</th>
<th>Intended</th>
<th>Unintended</th>
</tr>
</thead>
<tbody>
<tr>
<td>A company in the Middle East clears fields to build a factory, which brings employment to many local residents.</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>A company in Democratic Republic of the Congo expands into a remote rainforest area, which disturbs the natural habitat of many animals.</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>A local Chinese government builds a dam in an area known for floods, which greatly reduces the number of fish available to fishermen downstream.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A local Cambodian government builds and paves a road to connect two villages, which cuts down the travel time between the villages by more than one hour.</td>
<td>✔</td>
<td></td>
</tr>
</tbody>
</table>

Notes on Scoring

This response earns full credit (2 points) because it correctly identifies all four consequences for the appropriate modifications.
Sample Response: 1 point

For many years, humans have made changes to their physical environments to meet their needs. Often, human modifications can have unintended consequences on the environment.

Select the boxes to identify whether each consequence of human modification was intended or unintended.

<table>
<thead>
<tr>
<th>Intended</th>
<th>Unintended</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑️</td>
<td></td>
</tr>
<tr>
<td>☐️</td>
<td>☑️</td>
</tr>
<tr>
<td>☑️</td>
<td>☐️</td>
</tr>
<tr>
<td>☑️</td>
<td>☐️</td>
</tr>
</tbody>
</table>

Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies three consequences for the appropriate modifications (“Intended” for both “A company in Middle East clears fields...” and “A local Cambodian government builds and paves a road...”, and “Unintended” for “A company in Democratic Republic of the Congo expands...”).
Sample Response: 1 point

For many years, humans have made changes to their physical environments to meet their needs. Often, human modifications can have unintended consequences on the environment.

Select the boxes to identify whether each consequence of human modification was intended or unintended.

| A company in the Middle East clears fields to build a factory, which brings employment to many local residents. | Intended | Unintended |
| A company in Democratic Republic of the Congo expands into a remote rainforest area, which disturbs the natural habitat of many animals. | ✔️ | ☐ |
| A local Chinese government builds a dam in an area known for floods, which greatly reduces the number of fish available to fishermen downstream. | ✔️ | ☐ |
| A local Cambodian government builds and paves a road to connect two villages, which cuts down the travel time between the villages by more than one hour. | ✔️ | ☐ |

Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies two consequences for the appropriate modifications (“Intended” for both “A company in the Middle East clears fields to build a factory…” and “A local Cambodian government builds and paves a road…”).
Sample Response: 1 point

For many years, humans have made changes to their physical environments to meet their needs. Often, human modifications can have unintended consequences on the environment.

Select the boxes to identify whether each consequence of human modification was intended or unintended.

<table>
<thead>
<tr>
<th></th>
<th>Intended</th>
<th>Unintended</th>
</tr>
</thead>
<tbody>
<tr>
<td>A company in the Middle East clears fields to build a factory, which brings employment to many local residents.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A company in Democratic Republic of the Congo expands into a remote rainforest area, which disturbs the natural habitat of many animals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A local Chinese government builds a dam in an area known for floods, which greatly reduces the number of fish available to fishermen downstream.</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>A local Cambodian government builds and paves a road to connect two villages, which cuts down the travel time between the villages by more than one hour.</td>
<td>✔️</td>
<td></td>
</tr>
</tbody>
</table>

Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies two consequences for the appropriate modifications ("Unintended" for “A company in Democratic Republic of the Congo...” and “Intended” for “A local Cambodian government builds and paves a road...”).
Sample Response: 0 points

For many years, humans have made changes to their physical environments to meet their needs. Often, human modifications can have unintended consequences on the environment.

Select the boxes to identify whether each consequence of human modification was intended or unintended.

| A company in the Middle East clears fields to build a factory, which brings employment to many local residents. | Intended | Unintended |
| A company in Democratic Republic of the Congo expands into a remote rainforest area, which disturbs the natural habitat of many animals. | | |
| A local Chinese government builds a dam in an area known for floods, which greatly reduces the number of fish available to fishermen downstream. | | |
| A local Cambodian government builds and paves a road to connect two villages, which cuts down the travel time between the villages by more than one hour. | | |

Notes on Scoring

This response earns no credit (0 points) because it identifies only one correct consequence for the appropriate modification (“Intended” with “A local Cambodian government builds and paves...”).
Sample Response: 0 points

For many years, humans have made changes to their physical environments to meet their needs. Often, human modifications can have unintended consequences on the environment.

Select the boxes to identify whether each consequence of human modification was intended or unintended.

<table>
<thead>
<tr>
<th></th>
<th>Intended</th>
<th>Unintended</th>
</tr>
</thead>
<tbody>
<tr>
<td>A company in the Middle East clears fields to build a factory, which brings employment to many local residents.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A company in Democratic Republic of the Congo expands into a remote rainforest area, which disturbs the natural habitat of many animals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A local Chinese government builds a dam in an area known for floods, which greatly reduces the number of fish available to fishermen downstream.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A local Cambodian government builds and paves a road to connect two villages, which cuts down the travel time between the villages by more than one hour.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes on Scoring

This response earns no credit (0 points) because it does not identify any of the correct consequences for the appropriate modifications.
Grade 6
Social Studies
Spring 2016 Item Release

Question 19

Question and Scoring Guidelines
Select the three factors that a historian should consider when determining the accuracy of a source.

☐ if the source is available in digital or print form
☐ if the source is original or copied from another source
☐ if the source is used to teach college classes about the topic
☐ if the author of the source relied on trustworthy sources in his or her research
☐ if the information in the source can be verified by other sources on the same topic

Points Possible: 1

Content Standard: History and Government

Content Statement: Different perspectives on a topic can be obtained from a variety of historic and contemporary sources. Sources can be examined for accuracy. (9)
Scoring Guidelines

Rationale for First Option: This is incorrect. Whether a particular source is available on a computer in digital form or in a physical journal or book is not a factor that a historian would need to consider if trying to determine the accuracy of a source.

Rationale for Second Option: Key – Knowing whether or not a source is original or reprinted from another source can help a historian determine if the information they are pulling from a source is accurate or may include mistakes caused in copying or transferring information.

Rationale for Third Option: This is incorrect. Whether or not a source is used to teach college classes may suggest that information within the source is or is not accurate. This factor by itself, however, would not help a historian determine if information in a source is accurate.

Rationale for Fourth Option: Key – A historian would need to consider how trustworthy an author’s sources were when determining if information is accurate.

Rationale for Fifth Option: Key – One important factor to consider when determining the accuracy of a source is whether or not the information in the source can be verified by other reliable sources.
Grade 6
Social Studies
Spring 2016 Item Release
Question 19
Sample Responses
Sample Response: 1 point

Select the three factors that a historian should consider when determining the accuracy of a source.

- [ ] if the source is available in digital or print form
- [x] if the source is original or copied from another source
- [ ] if the source is used to teach college classes about the topic
- [x] if the author of the source relied on trustworthy sources in his or her research
- [x] if the information in the source can be verified by other sources on the same topic

Notes on Scoring

This response earns full credit (1 point) because it correctly identifies all three factors in determining the accuracy of a source.
Sample Response: 0 points

Select the three factors that a historian should consider when determining the accuracy of a source.

- if the source is available in digital or print form
- if the source is original or copied from another source
- if the information in the source can be verified by other sources on the same topic
- if the source is used to teach college classes about the topic
- if the author of the source relied on trustworthy sources in his or her research

Notes on Scoring

This response earns no credit (0 points) because it correctly identifies only two of three factors in determining the accuracy of a source (the second and last).
Sample Response: 0 points

Select the three factors that a historian should consider when determining the accuracy of a source.

- [x] if the source is available in digital or print form
- [x] if the source is original or copied from another source
- [x] if the source is used to teach college classes about the topic
- [ ] if the author of the source relied on trustworthy sources in his or her research
- [ ] if the information in the source can be verified by other sources on the same topic

Notes on Scoring

This response earns no credit (0 points) because it correctly identifies only one of three factors in determining the accuracy of a source (the second).
Grade 6
Social Studies
Spring 2016 Item Release

Question 20

Question and Scoring Guidelines
Question 20

The Asian countries of Thailand, Laos, Vietnam and Cambodia could be considered a climate region. Select the two characteristics that could be used to classify these countries as a climate region.

- [ ] All four countries participate in international trade.
- [ ] All four countries experience similar amounts of rainfall each year.
- [ ] All four countries have the same average level of tourism each year.
- [ ] The average yearly income of residents in all four countries is about the same.
- [ ] All four countries experience similar average temperatures throughout the year.
- [ ] The average level of education for residents living in all four countries is about the same.

**Points Possible:** 1

**Content Standard:** Geography

**Content Statement:** Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural, or economic). (5)
Scoring Guidelines

Rationale for First Option: This is incorrect. Though it is likely true that all four countries participate in trade with other nations, this shared characteristic would not classify these four countries as a climate region, but rather an economic region.

Rationale for Second Option: Key – Having similar amounts of rainfall is a climate condition. All four of these countries experience significant rainfall each year, which could classify them as a tropical region.

Rationale for Third Option: This is incorrect. Sharing similar levels of tourism could be used to classify these countries as an economic region, not as a climate region.

Rationale for Fourth Option: This is incorrect. Similarities between the average yearly income of residents in all four countries could be used to classify these countries as an economic or population region, but not as a climate region.

Rationale for Fifth Option: Key – Experiencing similar average temperatures throughout the year could classify these four countries as a climate region because temperature is a characteristic related to climate.

Rationale for Sixth Option: This is incorrect. If true, a shared average level of education could classify these countries as a population region but would not help to classify them as a climate region.
Grade 6
Social Studies
Spring 2016 Item Release

Question 20

Sample Responses
Sample Response: 1 point

The Asian countries of Thailand, Laos, Vietnam and Cambodia could be considered a climate region.
Select the two characteristics that could be used to classify these countries as a climate region.

- All four countries participate in international trade.
- All four countries experience similar amounts of rainfall each year.
- All four countries have the same average level of tourism each year.
- The average yearly income of residents in all four countries is about the same.
- All four countries experience similar average temperatures throughout the year.
- The average level of education for residents living in all four countries is about the same.

Notes on Scoring
This response earns full credit (1 point) because it correctly identifies the two characteristics used to classify the identified countries as a climate region.
Sample Response: 0 points

The Asian countries of Thailand, Laos, Vietnam and Cambodia could be considered a climate region. Select the two characteristics that could be used to classify these countries as a climate region.

- All four countries participate in international trade.
- All four countries experience similar amounts of rainfall each year.
- All four countries have the same average level of tourism each year.
- The average yearly income of residents in all four countries is about the same.
- All four countries experience similar average temperatures throughout the year.
- The average level of education for residents living in all four countries is about the same.

Notes on Scoring

This response earns no credit (0 points) because it incorrectly identifies the two characteristics used to classify the identified countries as a climate region.
Sample Response: 0 points

The Asian countries of Thailand, Laos, Vietnam and Cambodia could be considered a climate region. Select the two characteristics that could be used to classify these countries as a climate region.

- All four countries participate in international trade.
- All four countries experience similar amounts of rainfall each year.
- All four countries have the same average level of tourism each year.
- The average yearly income of residents in all four countries is about the same.
- All four countries experience similar average temperatures throughout the year.
- The average level of education for residents living in all four countries is about the same.

Notes on Scoring

This response earns no credit (0 points) because it correctly identifies only one of the characteristics used to classify the identified countries as a climate region ("All four countries experience similar amounts of rainfall each year.").
Grade 6
Social Studies
Spring 2016 Item Release

Question 21

Question and Scoring Guidelines
### Question 21

**Part A**

A businesswoman is looking to open up a pizza shop in a new location and is trying to decide among four cities. The research she has collected is shown.

<table>
<thead>
<tr>
<th>Existing Pizza Shops</th>
<th>Demand for Pizza</th>
<th>Total Cost to Produce Each Pizza</th>
<th>Profit After Selling Each Pizza</th>
</tr>
</thead>
<tbody>
<tr>
<td>City A</td>
<td>Few</td>
<td>$10</td>
<td>$2</td>
</tr>
<tr>
<td>City B</td>
<td>Many</td>
<td>$7</td>
<td>$3</td>
</tr>
<tr>
<td>City C</td>
<td>Few</td>
<td>$8</td>
<td>$7</td>
</tr>
<tr>
<td>City D</td>
<td>Some</td>
<td>$11</td>
<td>$5</td>
</tr>
</tbody>
</table>

Based on the information in the chart, in which city should she open up a new shop?

- A  City A
- B  City B
- C  City C
- D  City D

**Part B**

Select two reasons why the businesswoman should choose the location you identified in Part A.

- [ ] It has no other competition.
- [ ] It has the highest profit per pizza.
- [ ] It has a lot of potential customers.
- [ ] It has the lowest demand for pizza.
- [ ] It has the most potential competition.
- [ ] It has the lowest production costs per pizza.

**Points Possible:** 2

**Content Standard:** Economics

**Content Statement:** The fundamental questions of economics include what to produce, how to produce and for whom to produce. (13)
Scoring Guidelines

**Part A**

**Rationale for First Option:** This is incorrect. City A has a low demand for pizza and the smallest profit per pizza, so it would not be the best city in which to open up a new pizza shop.

**Rationale for Second Option:** This is incorrect. City B has a high demand for pizza but it already has many pizza shops. Even though it is the least expensive place to make a pizza, a shop in this city would not make the most in profit per pizza.

**Rational for Third Option:** Key – City C has a high demand for pizza, but only a few pizza shops are already present in the city. It is also where the businesswoman can make the most profit per pizza.

**Rational for Fourth Option:** This is incorrect. City D does not have much demand, and the profit per pizza is not as high as in City C.

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

**Rationale for First Option:** This is incorrect. Though City C has only a few other existing pizza shops, it does still present some competition for the businesswoman.

**Rationale for Second Option:** Key – In City C, the businesswoman can make $7 in profit per pizza, which is the highest of all the cities shown. To maximize her profits, she should choose to open a new shop in City C.

**Rationale for Third Option:** Key – City C has a high level of demand for pizza but few existing pizza shops, so there is room in the market for her business.

**Rationale for Fourth Option:** This is incorrect. City A, not City C, has the lowest demand for pizza. Additionally, the businesswoman should choose a city where there is high demand for her product, not low demand.

**Rationale for Fifth Option:** This is incorrect. City B has the most existing pizza shops. The businesswoman would not want to select a city with a lot of competition.

**Rationale for Sixth Option:** This is incorrect. City B, not City C, has the lowest production costs per pizza. While low production costs are important, the businesswoman should consider her costs relative to the profit she can make by selling a pizza in each city. In this respect, City C is the best choice, not City B.
Grade 6
Social Studies
Spring 2016 Item Release

Question 21

Sample Responses
Sample Response: 2 points

A businesswoman is looking to open up a pizza shop in a new location and is trying to decide among four cities. The research she has collected is shown:

<table>
<thead>
<tr>
<th>Existing Pizza Shops</th>
<th>Demand for Pizza</th>
<th>Total Cost to Produce Each Pizza</th>
<th>Profit After Selling Each Pizza</th>
</tr>
</thead>
<tbody>
<tr>
<td>City A</td>
<td>Few</td>
<td>$10</td>
<td>$2</td>
</tr>
<tr>
<td>City B</td>
<td>Many</td>
<td>$7</td>
<td>$3</td>
</tr>
<tr>
<td>City C</td>
<td>Few</td>
<td>$8</td>
<td>$7</td>
</tr>
<tr>
<td>City D</td>
<td>Some</td>
<td>$11</td>
<td>$5</td>
</tr>
</tbody>
</table>

Based on the information in the chart, in which city should she open up a new shop?

- City A
- City B
- City C
- City D

Select two reasons why the businesswoman should choose the location you identified in Part A.

- It has no other competition.
- It has the highest profit per pizza.
- It has a lot of potential customers.
- It has the lowest demand for pizza.
- It has the most potential competition.
- It has the lowest production costs per pizza.

Notes on Scoring

This response earns full credit (2 points) because it correctly identifies “City C” in Part A and correctly identifies the two reasons in Part B.
Sample Response: 1 point

**Part A**
A businesswoman is looking to open up a pizza shop in a new location and is trying to decide among four cities. The research she has collected is shown.

<table>
<thead>
<tr>
<th>Existing Pizza Shops</th>
<th>Demand for Pizza</th>
<th>Total Cost to Produce Each Pizza</th>
<th>Profit After Selling Each Pizza</th>
</tr>
</thead>
<tbody>
<tr>
<td>City A</td>
<td>Few</td>
<td>$10</td>
<td>$2</td>
</tr>
<tr>
<td>City B</td>
<td>Many</td>
<td>$7</td>
<td>$3</td>
</tr>
<tr>
<td>City C</td>
<td>Few</td>
<td>$8</td>
<td>$7</td>
</tr>
<tr>
<td>City D</td>
<td>Some</td>
<td>$11</td>
<td>$5</td>
</tr>
</tbody>
</table>

Based on the information in the chart, in which city should she open up a new shop?
A. City A
B. City B
C. City C
D. City D

**Part B**
Select two reasons why the businesswoman should choose the location you identified in Part A.
- [ ] It has no other competition.
- [x] It has the highest profit per pizza.
- [x] It has a lot of potential customers.
- [ ] It has the lowest demand for pizza.
- [ ] It has the most potential competition.
- [ ] It has the lowest production costs per pizza.

---

**Notes on Scoring**

This response earns partial credit (1 point) because it correctly identifies “City C” in Part A, but it correctly identifies only one reason in Part B (“It has a lot of potential customers.”).
Sample Response: 1 point

A businesswoman is looking to open up a pizza shop in a new location and is trying to decide among four cities. The research she has collected is shown.

<table>
<thead>
<tr>
<th>Existing Pizza Shops</th>
<th>Demand for Pizza</th>
<th>Total Cost to Produce Each Pizza</th>
<th>Profit After Selling Each Pizza</th>
</tr>
</thead>
<tbody>
<tr>
<td>City A</td>
<td>Few</td>
<td>$10</td>
<td>$2</td>
</tr>
<tr>
<td>City B</td>
<td>Many</td>
<td>$7</td>
<td>$3</td>
</tr>
<tr>
<td>City C</td>
<td>Few</td>
<td>$8</td>
<td>$7</td>
</tr>
<tr>
<td>City D</td>
<td>Some</td>
<td>$11</td>
<td>$5</td>
</tr>
</tbody>
</table>

Based on the information in the chart, in which city should she open up a new shop?

A) City A
B) City B
C) City C
D) City D

Part B

Select two reasons why the businesswoman should choose the location you identified in Part A.

☐ It has no other competition.
☑ It has the highest profit per pizza.
☐ It has a lot of potential customers.
☐ It has the lowest demand for pizza.
☐ It has the most potential competition.
☑ It has the lowest production costs per pizza.

Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies “City C” in Part A, but it correctly identifies only one reason in Part B (“It has the highest profit per pizza.”).
Sample Response: 0 points

**Part A**

A businesswoman is looking to open up a pizza shop in a new location and is trying to decide among four cities. The research she has collected is shown.

<table>
<thead>
<tr>
<th>Existing Pizza Shops</th>
<th>Demand for Pizza</th>
<th>Total Cost to Produce Each Pizza</th>
<th>Profit After Selling Each Pizza</th>
</tr>
</thead>
<tbody>
<tr>
<td>City A</td>
<td>Few</td>
<td>$10</td>
<td>$2</td>
</tr>
<tr>
<td>City B</td>
<td>Many</td>
<td>$7</td>
<td>$3</td>
</tr>
<tr>
<td>City C</td>
<td>Few</td>
<td>$8</td>
<td>$7</td>
</tr>
<tr>
<td>City D</td>
<td>Some</td>
<td>$11</td>
<td>$5</td>
</tr>
</tbody>
</table>

Based on the information in the chart, in which city should she open up a new shop?

- [ ] City A
- [X] City B
- [ ] City C
- [ ] City D

**Part B**

Select two reasons why the businesswoman should choose the location you identified in Part A.

- [ ] It has no other competition.
- [X] It has the highest profit per pizza.
- [X] It has a lot of potential customers.
- [ ] It has the lowest demand for pizza.
- [ ] It has the most potential competition.
- [ ] It has the lowest production costs per pizza.

---

**Notes on Scoring**

This response earns no credit (0 points) because it incorrectly identifies the city in Part A. Based on the response in Part A, City A actually has the lowest profit and fewest potential customers.
Sample Response: 0 points

A businesswoman is looking to open up a pizza shop in a new location and is trying to decide among four cities. The research she has collected is shown.

<table>
<thead>
<tr>
<th>City</th>
<th>Existing Pizza Shops</th>
<th>Demand for Pizza</th>
<th>Total Cost to Produce Each Pizza</th>
<th>Profit After Selling Each Pizza</th>
</tr>
</thead>
<tbody>
<tr>
<td>City A</td>
<td>Few</td>
<td>Low</td>
<td>$10</td>
<td>$2</td>
</tr>
<tr>
<td>City B</td>
<td>Many</td>
<td>High</td>
<td>$7</td>
<td>$3</td>
</tr>
<tr>
<td>City C</td>
<td>Few</td>
<td>High</td>
<td>$8</td>
<td>$7</td>
</tr>
<tr>
<td>City D</td>
<td>Some</td>
<td>Medium</td>
<td>$11</td>
<td>$5</td>
</tr>
</tbody>
</table>

Based on the information in the chart, in which city should she open up a new shop?

- City A
- City B
- City C
- City D

Part B

Select two reasons why the businesswoman should choose the location you identified in Part A.

- It has no other competition.
- It has the highest profit per pizza.
- It has a lot of potential customers.
- It has the lowest demand for pizza.
- It has the most potential competition.
- It has the lowest production costs per pizza.

Notes on Scoring

This response earns no credit (0 points) because it incorrectly identifies the city in Part A.
Grade 6
Social Studies
Spring 2016 Item Release

Question 22

Question and Scoring Guidelines
Question 22

Which example illustrates cultural diffusion in the Eastern Hemisphere?

- A a Hindu shrine in India
- B a Buddhist temple in China
- C a Jewish synagogue in Israel
- D a Muslim mosque in Saudi Arabia

Points Possible: 1

Content Standard: Geography

Content Statement: Modern cultural practices and products show the influence of tradition and diffusion, including the impact of major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism).

Scoring Guidelines

Rationale for Option A: This is incorrect. Hinduism originated in India. Therefore, a Hindu shrine in the country is not a sign of cultural diffusion.

Rationale for Option B: Key – Buddhism did not originate in China. It originated in India. Therefore, this is an example of cultural diffusion.

Rationale for Option C: This is incorrect. Judaism originated in Israel. A synagogue in that country is not a sign of cultural diffusion.

Rationale for Option D: This is incorrect. Islam originated in the Arabian Peninsula. Therefore, a mosque in Saudi Arabia is not a sign of cultural diffusion.
Sample Response: 1 point

Which example illustrates cultural diffusion in the Eastern Hemisphere?

A. a Hindu shrine in India
B. a Buddhist temple in China
C. a Jewish synagogue in Israel
D. a Muslim mosque in Saudi Arabia
Grade 6
Social Studies
Spring 2016 Item Release

Question 23

Question and Scoring Guidelines
Question 23

Different maps display different information for different purposes. Select the boxes to match each situation with the appropriate type of map.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Political Map</th>
<th>Climate Map</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eric is trying to figure out whether Baghdad is north or south of Mosul in Iraq</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Carter is trying to figure out whether Sri Lanka is located in a region that gets rain all year long.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Angela is trying to figure out the distance between the capital of India and the capital of Pakistan.</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Points Possible: 1

Content Strand: Geography

Content Standard: Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed. (3)
Scoring Guidelines

For this item, a full-credit response includes:

- “Political Map” selected for “Eric is trying to figure out whether Baghdad is north or south of Mosul in Iraq.”;
  
  AND

- “Climate Map” selected for “Carter is trying to figure out whether Sri Lanka is located in a region that gets rain all year long.”;
  
  AND

- “Political Map” selected for “Angela is trying to figure out the distance between the capital of India and the capital of Pakistan.” (1 point).
Grade 6
Social Studies
Spring 2016 Item Release

Question 23

Sample Responses
Sample Response: 1 point

Different maps display different information for different purposes. Select the boxes to match each situation with the appropriate type of map.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Political Map</th>
<th>Climate Map</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eric is trying to figure out whether Baghdad is north or south of Mosul in Iraq.</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Carter is trying to figure out whether Sri Lanka is located in a region that gets rain all year long.</td>
<td></td>
<td>✔️</td>
</tr>
<tr>
<td>Angela is trying to figure out the distance between the capital of India and the capital of Pakistan.</td>
<td>✔️</td>
<td></td>
</tr>
</tbody>
</table>

Notes on Scoring

This response earns full credit (1 point) because it correctly matches the types of maps with the appropriate situations.
Sample Response: 0 points

Different maps display different information for different purposes. Select the boxes to match each situation with the appropriate type of map.

<table>
<thead>
<tr>
<th></th>
<th>Political Map</th>
<th>Climate Map</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eric is trying to figure out whether Baghdad is north or south of Mosul in Iraq.</td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>Carter is trying to figure out whether Sri Lanka is located in a region that gets rain all year long.</td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>Angela is trying to figure out the distance between the capital of India and the capital of Pakistan.</td>
<td>□</td>
<td></td>
</tr>
</tbody>
</table>

Notes on Scoring

This response earns no credit (0 points) because it correctly matches only two of the types of maps with the appropriate situations (the second and third).
Different maps display different information for different purposes. Select the boxes to match each situation with the appropriate type of map.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Political Map</th>
<th>Climate Map</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eric is trying to figure out whether Baghdad is north or south of Mosul in Iraq.</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Carter is trying to figure out whether Sri Lanka is located in a region that gets rain all year long.</td>
<td></td>
<td>✔️</td>
</tr>
<tr>
<td>Angela is trying to figure out the distance between the capital of India and the capital of Pakistan.</td>
<td></td>
<td>✔️</td>
</tr>
</tbody>
</table>

Notes on Scoring

This response earns no credit (0 points) because it correctly matches only two of the types of maps with the appropriate situations (the first and second).
Grade 6
Social Studies
Spring 2016 Item Release

Question 24

Question and Scoring Guidelines
Question 24

A map of climate regions in Australia is shown.

Select two cities that are located in the Mediterranean climate region of Australia.

- [ ] Adelaide
- [ ] Alice Springs
- [ ] Brisbane
- [ ] Canberra
- [ ] Melbourne
- [ ] Perth
- [ ] Rockhampton

Points Possible: 1

Content Strand: Geography

Content Standard: Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed. (3)
Scoring Guidelines

Rationale for First Option: **Key** – Adelaide is located along the coast of Australia and is in the Mediterranean climate region.

Rationale for Second Option: This is incorrect. Alice Springs is located in the center of Australia, which is considered an arid climate region, according to the map.

Rationale for Third Option: This is incorrect. Brisbane is along the eastern coast of Australia and is considered part of the humid subtropical climate region, not the Mediterranean climate region.

Rationale for Fourth Option: This is incorrect. Though Canberra is located near the coast, the map shows that it is part of the Marine temperate climate region, not the Mediterranean region.

Rationale for Fifth Option: This is incorrect. Melbourne is located in the Marine temperate climate region of Australia, not the Mediterranean climate region.

Rationale for Sixth Option: **Key** – Perth is along the coast in the Mediterranean region of Australia.

Rationale for Seventh Option: This is incorrect. Rockhampton is located along the coast, but is considered part of the Humid subtropical climate region, according to the map.
Grade 6
Social Studies
Spring 2016 Item Release

Question 24

Sample Responses
Sample Response: 1 point

A map of climate regions in Australia is shown.

Select two cities that are located in the Mediterranean climate region of Australia.

- [ ] Adelaide
- [ ] Alice Springs
- [ ] Brisbane
- [ ] Canberra
- [ ] Melbourne
- [x] Perth
- [ ] Rockhampton

Notes on Scoring

This response earns full credit (1 point) because it correctly identifies the two cities that are located in the Mediterranean climate region of Australia.
Sample Response: 0 points

A map of climate regions in Australia is shown.

Select **two** cities that are located in the Mediterranean climate region of Australia.

- [ ] Adelaide
- [ ] Alice Springs
- [ ] Brisbane
- [ ] Canberra
- [x] Melbourne
- [x] Perth
- [ ] Rockhampton

Notes on Scoring

This response earns no credit (0 points) because it correctly identifies only one of the cities located in the Mediterranean climate region of Australia (“Perth”).
Notes on Scoring

This response earns no credit (0 points) because it correctly identifies only one of the cities located in the Mediterranean climate region of Australia ("Adelaide").
Question 25

A student is making a time line for a class project about the history of India. A blank time line and a list of events are shown.

The History of India

Events

• The British take direct control of India. (1858 A.D.)
• Alexander the Great crosses the Indus River into India. (326 B.C.)
• Indira Gandhi is elected Prime Minister of India. (1966 A.D.)
• The Indus Valley civilization develops cities around the Indus River valley. (2500 B.C.)

Identify the event that should be placed first, or earliest, on the time line.

Then, identify the event that should be placed last, or latest, on the time line.

Clearly label each event as either the one that should be placed first or the one that should be placed last.

Type your answer in the space provided.

Points Possible: 2

Content Standard: History and Government

Content Statement: Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E. (1)
Scoring Guidelines

Score Point | Description
--- | ---
2 points | The response identifies the event in 2500 B.C. as the one that should be placed first on the time line AND the event in 1966 A.D. as the one that should be placed last on the time line. The event, "The Indus Valley civilization develops cities around the Indus River valley.", which happened around 2500 B.C., should be placed first on the time line. The event, "Indira Gandhi is elected Prime Minister of India.", which occurred in 1966 A.D. should be placed last on the time line.

First or Earliest Event:
- The Indus Valley civilization develops cities around the Indus River valley.
- 2500 B.C.

Last or Latest Event:
- Indira Gandhi is elected Prime Minister of India.
- 1966 A.D.

1 point | The response identifies the event in 2500 B.C. as the one that should be placed first on the time line, but fails to identify the event in 1966 A.D. as the one that should be placed last on the time line.

OR

The response identifies the event in 1966 A.D. as the one that should be placed last on the time line but fails to identify the event in 2500 B.C. as the one that should be placed first on the time line.

OR

The response identifies the first or last event correctly, but incorrectly identifies one of the other possible events as the first or last event to be placed on the time line.
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 6
Social Studies
Spring 2016 Item Release

Question 25

Sample Responses
Sample Response: 2 points

A student is making a time line for a class project about the history of India. A blank time line and a list of events are shown.

The History of India

<table>
<thead>
<tr>
<th>Earliest</th>
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</tr>
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</tbody>
</table>

Events

- The British take direct control of India. (1858 A.D.)
- Alexander the Great crosses the Indus River into India. (326 B.C.)
- Indira Gandhi is elected Prime Minister of India. (1966 A.D.)
- The Indus Valley civilization develops cities around the Indus River Valley. (2500 B.C.)

Identify the event that should be placed first, or earliest, on the time line.

Then, identify the event that should be placed last, or latest, on the time line.

Clearly label each event as either the one that should be placed first or the one that should be placed last.

Type your answer in the space provided.

The first event should be "The Indus Valley civilization develops cities around the Indus River Valley." The second event should be "Alexander the Great crosses the Indus River into India." The third should be "The British take control of India." The fourth and last event should be "Indira Gandhi is elected Prime Minister of India."

Notes on Scoring

This response earns full credit (2 points) because it identifies the event in 2500 B.C. as the one that should be placed first on the time line ("The first event should be ‘The Indus Valley civilization develops cities around the Indus River valley.’") and the event in 1966 A.D. as the one that should be placed last on the time line ("The fourth and last event should be ‘Indira Gandhi is elected Prime Minister of India!’"). The placement of the other two events (correctly in this response) does not affect the scoring of the response.
Sample Response: 2 points

A student is making a time line for a class project about the history of India. A blank time line and a list of events are shown.

The History of India

<table>
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<table>
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<tr>
<th>Events</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
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</tr>
</tbody>
</table>

Identify the event that should be placed first, or earliest, on the time line.

Then, identify the event that should be placed last, or latest, on the time line.

Clearly label each event as either the one that should be placed first or the one that should be placed last.

Type your answer in the space provided.

The event that should be places in the earliest on the line is the Indus Valley civilization develops cities around the Indus River valley in (2500 B.C.). The event that should be placed in the lastest time Indira Gandhi is elected Prime Minister of India in (1966 A.D.).

Notes on Scoring

This response earns full credit (2 points) because it identifies the event in 2500 B.C. as the one that should be placed first on the time line ("The event that should be places in the earliest on the line is the Indus Valley civilization develops cities around the Indus River valley") and the event in 1966 A.D. as the one that should be placed last on the time line ("The event that should be placed in the lastest time Indira Gandhi is elected Prime Minister of India").
Sample Response: 2 points

A student is making a time line for a class project about the history of India. A blank time line and a list of events are shown.

The History of India

Earliest - Latest
First - Last

Events
- The British take direct control of India. (1858 A.D.)
- Alexander the Great crosses the Indus River into India. (326 B.C.)
- Indira Gandhi is elected Prime Minister of India. (1966 A.D.)
- The Indus Valley civilization develops cities around the Indus River valley. (2500 B.C.)

Identify the event that should be placed first, or earliest, on the time line.

Then, identify the event that should be placed last, or latest, on the time line.

Clearly label each event as either the one that should be placed first or the one that should be placed last.

Type your answer in the space provided.

Indus Valley develops first.
Indira Gandhi is elected Prime Minister happens most recently.

Notes on Scoring

This response earns full credit (2 points) because it identifies the event in 2500 B.C. as the one that should be placed first on the time line (“Indus Valley develops first”) and the event in 1966 A.D. as the one that should be placed last on the time line (“Indira Gandhi is elected Prime Minister happens most recently”).
Notes on Scoring

This response earns partial credit (1 point) because it identifies the event in 1966 A.D. as the one that should be placed last on the timeline (“the event that should be placed last on the timeline is Indira Gandhi is elected Prime Minister of India”), but it incorrectly identifies one of the other possible events as the one that should be placed first on the timeline.
Sample Response: 1 point

A student is making a time line for a class project about the history of India. A blank time line and a list of events are shown.

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Events
- The British take direct control of India. (1858 A.D.)
- Alexander the Great crosses the Indus River into India. (326 B.C.)
- Indira Gandhi is elected Prime Minister of India. (1966 A.D.)
- The Indus Valley civilization develops cities around the Indus River valley. (2500 B.C.)

Identify the event that should be placed first, or earliest, on the time line.
Then, identify the event that should be placed last, or latest, on the time line.
Clearly label each event as either the one that should be placed first or the one that should be placed last.
Type your answer in the space provided.

The event that should be placed first would be 2500 B.C., which is "The Indus Valley civilization develops cities around the Indus River valley." The event that should be placed last on the time line is 1858 A.D., which is "The British take direct control over India."

Notes on Scoring

This response earns partial credit (1 point) because it identifies the first event correctly ("first would be 2500 B.C. which is ‘The Indus Valley civilization develops cities around the Indus River valley.’"), but it incorrectly identifies one of the other possible events as the last event that should be placed on the time line.
Sample Response: 1 point

A student is making a time line for a class project about the history of India. A blank time line and a list of events are shown.

The History of India

Earliest

First

Latest

Last

Events

- The British take direct control of India. (1858 A.D.)
- Alexander the Great crosses the Indus River into India. (326 B.C.)
- Indira Gandhi is elected Prime Minister of India. (1966 A.D.)
- The Indus Valley civilization develops cities around the Indus River valley. (2500 B.C.)

Identify the event that should be placed first, or earliest, on the time line.

Then, identify the event that should be placed last, or latest, on the time line.

Clearly label each event as either the one that should be placed first or the one that should be placed last.

Type your answer in the space provided.

The first one is 326 B.C. The last one is 1966 AD.

Notes on Scoring

This response earns partial credit (1 point) because it identifies the event in 1966 A.D. as the one that should be placed last on the time line (“The last one is 1966 AD”), but it incorrectly identifies one of the other possible events as the first event that should be placed on the time line.
A student is making a time line for a class project about the history of India. A blank time line and a list of events are shown.

**The History of India**

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**Events**

- The British take direct control of India. (1858 A.D.)
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- Indira Gandhi is elected Prime Minister of India. (1966 A.D.)
- The Indus Valley civilization develops cities around the Indus River valley. (2500 B.C.)

Identify the event that should be placed first, or earliest, on the time line.

Then, identify the event that should be placed last, or latest, on the time line.

Clearly label each event as either the one that should be placed first or the one that should be placed last.

Type your answer in the space provided.

The first one is Alexander the Great crosses the Indus River into India (326 B.C.)

The second one is the British take control over India (1858 A.D.)

The Indira Gandhi is elected Prime Minister of India (1966 A.D.)

The Indus Valley civilization develops cities around the Indus River valley (2500 B.C.)

**Notes on Scoring**

This response earns no credit (0 points) because it demonstrates inadequate understanding of the concepts needed to answer the item, as the events are placed in numerical order without respect to the era designations B.C. and A.D.
A student is making a timeline for a class project about the history of India. A blank timeline and a list of events are shown.

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**Events**

- The British take direct control of India. (1858 A.D.)
- Alexander the Great crosses the Indus River into India. (326 B.C.)
- Indira Gandhi is elected Prime Minister of India. (1966 A.D.)
- The Indus Valley civilization develops cities around the Indus River valley. (2500 B.C.)

Identify the event that should be placed first, or earliest, on the timeline.
Then, identify the event that should be placed last, or latest, on the timeline.
Clearly label each event as either the one that should be placed first or the one that should be placed last.

Type your answer in the space provided.

well i think 1858 should be placed up ahead and both of ad and bc should be together.

**Notes on Scoring**

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

A student is making a time line for a class project about the history of India. A blank time line and a list of events are shown.

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- The Indus Valley civilization develops cities around the Indus River valley. (2500 B.C.)

Identify the event that should be placed first, or earliest, on the time line.

Then, identify the event that should be placed last, or latest, on the time line.

Clearly label each event as either the one that should be placed first or the one that should be placed last.

Type your answer in the space provided.

Notes on Scoring

This response earns no credit (0 points) because it demonstrates inadequate understanding of the concepts needed to answer the item. Neither event is correctly identified.
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Social Studies
Spring 2016 Item Release

Question 26

Question and Scoring Guidelines
Question 26

This map shows the Middle East.

Use the lines of latitude and longitude to select the cities in the locations given.

A. Click on the city located at 39° N, 32° E.
B. Click on the city located at 25° N, 47° E.

Points Possible: 2

Content Standard: Geography

Content Statement: Latitude and longitude can be used to identify absolute location. (4)

Scoring Guidelines

For this item, a full-credit response includes:
- “Ankara” selected;
  AND
- “Riyadh” selected (2 points).

For this item, a partial credit response includes:
- “Ankara” selected;
  OR
- “Riyadh” selected (1 point).
Grade 6
Social Studies
Spring 2016 Item Release

Question 26

Sample Responses
Sample Response: 2 points

This map shows the Middle East.
Use the lines of latitude and longitude to select the cities in the locations given.
A. Click on the city located at 39° N, 32° E.
B. Click on the city located at 25° N, 47° E.

Notes on Scoring

This response earns full credit (2 points) because it correctly identifies the cities from the coordinates that are provided.
Sample Response: 1 point

This map shows the Middle East.
Use the lines of latitude and longitude to select the cities in the locations given.
A. Click on the city located at 39° N, 32° E.
B. Click on the city located at 25° N, 47° E.

Notes on Scoring
This response earns partial credit (1 point) because it correctly identifies one of the cities (“Ankara”) from the coordinates that are provided.
Sample Response: 1 point

This map shows the Middle East.
Use the lines of latitude and longitude to select the cities in the locations given.
A. Click on the city located at 39° N, 32° E.
B. Click on the city located at 25° N, 47° E.

Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies one of the cities (“Riyadh”) from the coordinates that are provided.
This map shows the Middle East.

Use the lines of latitude and longitude to select the cities in the locations given.

A. Click on the city located at $39^\circ$N, $22^\circ$E.

B. Click on the city located at $25^\circ$N, $47^\circ$E.

Notes on Scoring

This response earns no credit (0 points) because it does not correctly identify the cities from the coordinates that are provided.
Sample Response: 0 points

This map shows the Middle East. Use the lines of latitude and longitude to select the cities in the locations given.

A. Click on the city located at 39° N, 32° E.
B. Click on the city located at 25° N, 47° E.

Notes on Scoring

This response earns no credit (0 points) because it does not correctly identify the cities from the coordinates that are provided.