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<tbody>
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</tbody>
</table>

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</thead>
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</tbody>
</table>
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Content Summary and Answer Key

<table>
<thead>
<tr>
<th>Question No.</th>
<th>Item Type</th>
<th>Content Standard</th>
<th>Content Statement</th>
<th>Answer Key</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Multiple Choice</td>
<td>Government</td>
<td>Civic participation requires individuals to make informed and reasoned decisions by accessing and using information effectively. <em>(16)</em></td>
<td>D</td>
<td>1 point</td>
</tr>
<tr>
<td>2</td>
<td>Graphic Response</td>
<td>Economics and Geography</td>
<td>People have modified the environment since prehistoric times. There are both positive and negative consequences for modifying the environment in Ohio and the United States. <em>(12)</em></td>
<td>---</td>
<td>2 points</td>
</tr>
<tr>
<td>3</td>
<td>Graphic Response</td>
<td>History</td>
<td>Various groups of people have lived in Ohio over time including prehistoric and Historic American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in both cooperation and conflict. <em>(3)</em></td>
<td>---</td>
<td>2 points</td>
</tr>
<tr>
<td>4</td>
<td>Graphic Response</td>
<td>Government</td>
<td>Effective participants in a democratic society engage in compromise. <em>(17)</em></td>
<td>---</td>
<td>1 point</td>
</tr>
<tr>
<td>5</td>
<td>Graphic Response</td>
<td>History</td>
<td>Many technological innovations that originated in Ohio benefitted the United States. <em>(8)</em></td>
<td>---</td>
<td>2 points</td>
</tr>
<tr>
<td>6</td>
<td>Graphic Response</td>
<td>History</td>
<td>The inability to resolve standing issues with Great Britain and ongoing conflicts with American Indians led the United States into the War of 1812. Victory in the Battle of Lake Erie contributed to American success in the war. <em>(6)</em></td>
<td>---</td>
<td>2 points</td>
</tr>
<tr>
<td>Question No.</td>
<td>Item Type</td>
<td>Content Standard</td>
<td>Content Statement</td>
<td>Answer Key</td>
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<td>-----------</td>
<td>------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>------------</td>
<td>--------</td>
</tr>
<tr>
<td>7</td>
<td>Short Answer</td>
<td>Economics and Geography</td>
<td>Ohio’s location in the United States and its transportation systems continue to influence the movement of people, products and ideas. (14)</td>
<td>---</td>
<td>1 point</td>
</tr>
<tr>
<td>8</td>
<td>Multiple Choice</td>
<td>Government</td>
<td>Individuals have a variety of opportunities to participate in and influence their state and national government. Citizens have both rights and responsibilities in Ohio and the United States. (15)</td>
<td>C</td>
<td>1 point</td>
</tr>
<tr>
<td>9</td>
<td>Multiple Choice</td>
<td>History</td>
<td>The 13 colonies came together around a common cause of liberty and justice, uniting to fight for independence during the American Revolution and to form a new nation. (4)</td>
<td>C</td>
<td>1 point</td>
</tr>
<tr>
<td>10</td>
<td>Multiple Choice</td>
<td>Government</td>
<td>Civic participation requires individuals to make informed and reasoned decisions by accessing and using information effectively. (16)</td>
<td>B</td>
<td>1 point</td>
</tr>
<tr>
<td>11</td>
<td>Short Answer</td>
<td>History</td>
<td>Sectional issues divided the United States after the War of 1812. Ohio played a key role in these issues, particularly with the anti-slavery movement and the Underground Railroad. (7)</td>
<td>---</td>
<td>1 point</td>
</tr>
<tr>
<td>Question No.</td>
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<td>Content Statement</td>
<td>Answer Key</td>
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<td>-------------</td>
<td>-------------------</td>
<td>---------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>------------</td>
<td>--------</td>
</tr>
<tr>
<td>12</td>
<td>Multiple Choice</td>
<td>History</td>
<td>The Northwest Ordinance established a process for the creation of new states and specified democratic ideals to be incorporated in the states of the Northwest Territory. (5)</td>
<td>C</td>
<td>1 point</td>
</tr>
<tr>
<td>13</td>
<td>Multiple Choice</td>
<td>Government</td>
<td>Civic participation requires individuals to make informed and reasoned decisions by accessing and using information effectively. (16)</td>
<td>B</td>
<td>1 point</td>
</tr>
<tr>
<td>14</td>
<td>Graphic Response</td>
<td>Economics and Geography</td>
<td>The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio. (10)</td>
<td>---</td>
<td>2 points</td>
</tr>
<tr>
<td>15</td>
<td>Graphic Response</td>
<td>Government</td>
<td>A constitution is a written plan for government. Democratic constitutions provide the framework for government in Ohio and the United States. (20)</td>
<td>---</td>
<td>2 points</td>
</tr>
<tr>
<td>16</td>
<td>Short Response</td>
<td>Economics and Geography</td>
<td>Tables and charts help people to understand information and issues. Tables organize information in columns and rows. Charts organize information in a variety of visual formats (pictures, diagrams, graphs). (22)</td>
<td>---</td>
<td>2 points</td>
</tr>
<tr>
<td>Question No.</td>
<td>Item Type</td>
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<td>Content Statement</td>
<td>Answer Key</td>
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<td>-------------</td>
<td>-----------------</td>
<td>--------------------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>------------</td>
<td>--------</td>
</tr>
<tr>
<td>17</td>
<td>Short Response</td>
<td>Economics and Geography</td>
<td>A map scale and cardinal and intermediate directions can be used to describe the relative location of physical and human characteristics of Ohio and the United States. (9)</td>
<td>---</td>
<td>2 points</td>
</tr>
</tbody>
</table>
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Question 1

Question and Scoring Guidelines
Question 1

A bar graph of data is shown.

**Population of Ohio, 1960-2000**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Population in Millions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960</td>
<td>9.0</td>
</tr>
<tr>
<td>1970</td>
<td>10.5</td>
</tr>
<tr>
<td>1980</td>
<td>11.0</td>
</tr>
<tr>
<td>1990</td>
<td>11.5</td>
</tr>
<tr>
<td>2000</td>
<td>12.0</td>
</tr>
</tbody>
</table>

Which statement describes the data in the bar graph?

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

**Points Possible:** 1

**Content Standard:** Government

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

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

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

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

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

Sample Response: 1 point

A bar graph of data is shown.

Which statement describes the data in the bar graph?

B. Ohio’s population increased between 1960 and 1980, then decreased between 1980 and 2000.
C. Ohio’s population decreased between 1960 and 1980, then increased between 1980 and 2000.
D. Ohio’s population increased between 1960 and 1980, then increased between 1990 and 2000.
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Question 2

Question and Scoring Guidelines
Question 2

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

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

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

• You do not need to use all the actions.

<table>
<thead>
<tr>
<th>Cause 1</th>
<th>How It Helps:</th>
<th>Problems It Causes:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Helps people move faster</td>
<td>Removes trees and adds pollution to the air</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cause 2</th>
<th>How It Helps:</th>
<th>Problems It Causes:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Helps plants grow quickly</td>
<td>Can pollute water and sicken animals</td>
</tr>
</tbody>
</table>

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

Points Possible: 2

Content Standard: Economics and Geography

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

For this item, a full-credit response includes:
- “People make...highways" in the top box;
  AND
- “People use...farming" in the lower box (2 points).

For this item, a partial credit response includes:
- “People make...highways" in the top box
  OR
- “People use...farming" in the lower box (1 point).
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Social Studies
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Question 2

Sample Responses
Sample Response: 2 points

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

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

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

- You do not need to use all the actions.

<table>
<thead>
<tr>
<th>Positive and Negative Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cause 1</strong></td>
</tr>
<tr>
<td>People make larger highways.</td>
</tr>
<tr>
<td><strong>How It Helps:</strong></td>
</tr>
<tr>
<td>Helps people move faster</td>
</tr>
<tr>
<td><strong>Problems If Causes:</strong></td>
</tr>
<tr>
<td>Removes trees and adds pollution to the air</td>
</tr>
<tr>
<td><strong>Cause 2</strong></td>
</tr>
<tr>
<td>People use chemicals for farming.</td>
</tr>
<tr>
<td><strong>How It Helps:</strong></td>
</tr>
<tr>
<td>Helps plants grow quickly</td>
</tr>
<tr>
<td><strong>Problems If Causes:</strong></td>
</tr>
<tr>
<td>Can pollute water and sicken animals</td>
</tr>
</tbody>
</table>

People build more apartments. People change the course of rivers.

Notes on Scoring

This response earns full credit (2 points) because it correctly identifies the causes “People make larger highways.” and “People use chemicals for farming,” that could lead to the effects shown in the chart.
People's actions cause helpful and harmful effects. This chart shows some of these effects.

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

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

- You do **not** need to use all the actions.

### Positive and Negative Consequences

**Cause 1**
- **People make larger highways.**
  - **How It Helps:** Helps people move faster
  - **Problems It Causes:** Removes trees and adds pollution to the air

**Cause 2**
- **People build more apartments.**
  - **How It Helps:** Helps plants grow quickly
  - **Problems It Causes:** Can pollute water and sicken animals

People change the course of rivers.

### Notes on Scoring

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

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

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

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

- You do not need to use all the actions.

<table>
<thead>
<tr>
<th>Positive and Negative Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cause 1</strong></td>
</tr>
<tr>
<td>People change the course of rivers.</td>
</tr>
<tr>
<td><strong>How It Helps:</strong></td>
</tr>
<tr>
<td>Helps people move faster</td>
</tr>
<tr>
<td><strong>Problems It Causes:</strong></td>
</tr>
<tr>
<td>Removes trees and adds pollution to the air</td>
</tr>
<tr>
<td><strong>Cause 2</strong></td>
</tr>
<tr>
<td>People use chemicals for farming.</td>
</tr>
<tr>
<td><strong>How It Helps:</strong></td>
</tr>
<tr>
<td>Helps plants grow quickly</td>
</tr>
<tr>
<td><strong>Problems It Causes:</strong></td>
</tr>
<tr>
<td>Can pollute water and sicken animals</td>
</tr>
</tbody>
</table>

People build more apartments. People make larger highways.

Notes on Scoring

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

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

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

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

- You do not need to use all the actions.

<table>
<thead>
<tr>
<th>Positive and Negative Consequences</th>
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<tbody>
<tr>
<td><strong>Cause 1</strong></td>
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<tr>
<td>People build more apartments.</td>
</tr>
<tr>
<td><strong>How It Helps:</strong></td>
</tr>
<tr>
<td>Helps people move faster</td>
</tr>
<tr>
<td><strong>Problems It Causes:</strong></td>
</tr>
<tr>
<td>Removes trees and adds pollution to the air</td>
</tr>
</tbody>
</table>

| **Cause 2**                        |
| People make larger highways.       |
| **How It Helps:**                  |
| Helps plants grow quickly          |
| **Problems It Causes:**            |
| Can pollute water and sicken animals |

People change the course of rivers.

People use chemicals for farming.

Notes on Scoring

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

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

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

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

- You do not need to use all the actions.

<table>
<thead>
<tr>
<th>Positive and Negative Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cause 1</strong></td>
</tr>
<tr>
<td>People use chemicals for farming.</td>
</tr>
<tr>
<td>How It Helps:</td>
</tr>
<tr>
<td>Helps people move faster</td>
</tr>
<tr>
<td>Problems It Causes:</td>
</tr>
<tr>
<td>Removes trees and adds pollution to the air</td>
</tr>
</tbody>
</table>

| **Cause 2**                       |
| People change the course of rivers. |
| How It Helps:                     |
| Helps plants grow quickly         |
| Problems It Causes:               |
| Can pollute water and sicken animals |

People make larger highways.

People build more apartments.

Notes on Scoring

This response earns no credit (0 points) because it incorrectly identifies the causes “People use chemicals for farming.” and “People change the course of rivers.” that could lead to the effects shown in the chart.
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Question 3

Question and Scoring Guidelines
Points Possible: 2

Content Standard: History

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

For this item, a full-credit response includes:

- “Cooperation” selected for “Immigrants from different countries built transportation systems.”;
  
  AND

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

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

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

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

For this item, a partial credit response includes:

- At least three correct responses selected (1 point).
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Question 3

Sample Responses
**Sample Response: 2 points**

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

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

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

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

**Notes on Scoring**

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

<table>
<thead>
<tr>
<th>A chart listing different actions taken by Europeans and American Indians is shown. Determine whether each action is an example of conflict or cooperation. Click on the box next to each action to show whether it involved cooperation or conflict among the groups.</th>
<th>Cooperation</th>
<th>Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immigrants from different countries built transportation systems.</td>
<td>✓</td>
<td>□</td>
</tr>
<tr>
<td>The American Indians and the European settlers shared hunting strategies.</td>
<td>✓</td>
<td>□</td>
</tr>
<tr>
<td>The European settlers applied ideas about ownership of land that the American Indians believed belonged to everyone.</td>
<td>✓</td>
<td>□</td>
</tr>
<tr>
<td>Immigrants and the migrating settlers started new businesses and purchased goods from one another.</td>
<td>✓</td>
<td>□</td>
</tr>
<tr>
<td>The American Indians taught the European settlers farming practices.</td>
<td>□</td>
<td>✓</td>
</tr>
</tbody>
</table>

### Notes on Scoring

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

A chart listing different actions taken by Europeans and American Indians is shown. Determine whether each action is an example of conflict or cooperation. Click on the box next to each action to show whether it involved cooperation or conflict among the groups.

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

Notes on Scoring

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

Sample Response: 0 points

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

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

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

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

Notes on Scoring

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

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

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

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

<table>
<thead>
<tr>
<th>Cooperation</th>
<th>Conflict</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>
<tr>
<td></td>
<td>✔</td>
</tr>
</tbody>
</table>

Notes on Scoring

This response earns no credit (0 points) because it correctly identifies only two examples (the first and second examples as “Cooperation”).
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Question 4

Question and Scoring Guidelines
The city has money to spend on public safety. Residents disagree on how to spend the money.

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

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

**Points of View**

- Some people want to use all the money to hire more firefighters.
- Some people want to use all the money to hire more police officers.

**Possible Compromises**

- The city can agree to use all of the money to hire more firefighters.
- The city can hire more police officers this year and more firefighters next year.
- The city can hire an equal number of police officers and firefighters this year.
- The city can agree to use all of the money to hire more police officers.

**Points Possible:** 1

**Content Standard:** Government

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

For this item, a full-credit response includes:

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

- "The city can hire an equal number of police officers and firefighters this year." at “Blank Box” (1 point).
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Social Studies
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Question 4

Sample Responses
Sample Response: 1 point

The city has money to spend on public safety. Residents disagree on how to spend the money. Select the two actions that are compromises between the two points of view that are shown.

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

Notes on Scoring

This response earns full credit (1 point) because it correctly identifies the two actions “The city can hire an equal number of police officers and firefighters this year.” and “The city can hire more police officers this year and more firefighters next year.” as possible compromises.
Sample Response: 0 points

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

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

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

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

**Possible Compromises**

| The city can hire more police officers this year and more firefighters next year. |
| The city can agree to use all of the money to hire more police officers. |
| The city can agree to use all of the money to hire more firefighters. |
| The city can hire an equal number of police officers and firefighters this year. |

Notes on Scoring

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

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

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

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

Notes on Scoring

This response earns no credit (0 points) because it correctly identifies only one action, “The city can hire an equal number of police officers and firefighters this year.” as a possible compromise.
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Question 5

Question and Scoring Guidelines
Question 5

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

Inventions

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

**Points Possible:** 2

**Content Standard:** History

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

For this item, a full-credit response includes:

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

For this item, a partial credit response includes:

- At least 3 of the correct responses listed above AND no more than 1 incorrect response;
  OR
- Any 2 of the correct responses AND no incorrect responses (1 point).
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Question 5

Sample Responses
Sample Response: 2 points

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

Inventions

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

Notes on Scoring

This response earns full credit (2 points) because it correctly chooses “Light bulb”, “Cash register”, “Traffic signal” and “Airplane”.
Sample Response: 1 point

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

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

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

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

Inventions

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

Notes on Scoring

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

Ohioans made many technological advances that other Americans used later.

Select the inventions made by inventors from Ohio.

Click the box(es) you want to select.

Inventions

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

Notes on Scoring

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

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

Notes on Scoring
This response earns no credit (0 points) because it selects two correct and two incorrect inventions.
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Question 6

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

Identify the reasons that the War of 1812 started.

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

<table>
<thead>
<tr>
<th>Reasons the War of 1812 Started</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Great Britain continued to supply American Indians with weapons.</td>
</tr>
<tr>
<td>☐ The British wanted to keep their control of the fur trade in the Northwest Territory.</td>
</tr>
<tr>
<td>☐ American Indians did not think that the United States could claim the land in the Ohio Valley.</td>
</tr>
<tr>
<td>☐ The United States and Great Britain joined to stop American Indians from controlling the fur trade.</td>
</tr>
</tbody>
</table>

**Points Possible:** 2

**Content Standard:** History

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

For this item, a full-credit response includes:

- “Great Britain continued to supply American Indians with weapons.” selected;
  AND
- “The British wanted to keep their control of the fur trade in the Northwest Territory.” selected;
  AND
- “American Indians did not think that the United States could claim the land in the Ohio Valley.” selected;
  AND
- No incorrect reasons selected (2 points).

For this item, a partial credit response includes:

- Two correct reasons selected with no incorrect selected (1 point).
Question 6

Sample Responses
Sample Response: 2 points

<table>
<thead>
<tr>
<th>Reasons the War of 1812 Started</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔️ Great Britain continued to supply American Indians with weapons.</td>
</tr>
<tr>
<td>✔️ The British wanted to keep their control of the fur trade in the Northwest Territory.</td>
</tr>
<tr>
<td>✔️ American Indians did not think that the United States could claim the land in the Ohio Valley.</td>
</tr>
<tr>
<td>☐ The United States and Great Britain joined to stop American Indians from controlling the fur trade.</td>
</tr>
</tbody>
</table>

Notes on Scoring

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

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

Identify the reasons that the War of 1812 started.

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

Reasons the War of 1812 Started

☐ Great Britain continued to supply American Indians with weapons.

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

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

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

Notes on Scoring

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

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

Identify the reasons that the War of 1812 started.

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

Reasons the War of 1812 Started

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

Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies only two correct reasons.
Sample Response: 0 points

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

Identify the reasons that the War of 1812 started.

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

<table>
<thead>
<tr>
<th>Reasons the War of 1812 Started</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔️ Great Britain continued to supply American Indians with weapons.</td>
</tr>
<tr>
<td>✔️ The British wanted to keep their control of the fur trade in the Northwest Territory.</td>
</tr>
<tr>
<td>✔️ American Indians did not think that the United States could claim the land in the Ohio Valley.</td>
</tr>
<tr>
<td>✔️ The United States and Great Britain joined to stop American Indians from controlling the fur trade.</td>
</tr>
</tbody>
</table>

Notes on Scoring

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

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

Identify the reasons that the War of 1812 started.

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

Reasons the War of 1812 Started

☐ Great Britain continued to supply American Indians with weapons.

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

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

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

Notes on Scoring

This response earns no credit (0 points) because it selects one correct and one incorrect reason (“The United States and Great Britain joined to stop American Indians from controlling the fur trade.”).
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Question 7

Question and Scoring Guidelines
The Erie Canal was built in the 19th century.

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

Points Possible: 1

Content Standard: Economics and Geography

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

<table>
<thead>
<tr>
<th>Score Point</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 point</td>
<td>The response includes one of the following:</td>
</tr>
<tr>
<td></td>
<td>- The Erie Canal allowed for faster/quicker/better/easier shipping of goods to the East.</td>
</tr>
<tr>
<td></td>
<td>- The Erie Canal allowed people to sell goods to new markets/new places/other places in the East (eastern seaboard/Atlantic Ocean/St. Lawrence Seaway/New York).</td>
</tr>
<tr>
<td></td>
<td>- The Erie Canal connected Ohio with New York /the eastern seaboard/Atlantic Ocean/St. Lawrence Seaway.</td>
</tr>
<tr>
<td>0 points</td>
<td>The response does not meet the criteria required to earn one point. The response indicates inadequate or no understanding of the task and/or the idea or concept needed to answer the item. It may only repeat information given in the test item. The response may provide an incorrect solution/response and the provided supportive information may be irrelevant to the item, or possibly, no other information is shown. The student may have written on a different topic or written, “I don’t know.”</td>
</tr>
</tbody>
</table>
Grade 4
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Question 7

Sample Responses
Sample Response: 1 point

The Erie Canal was built in the 19th century.

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

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

Notes on Scoring

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

The Erie Canal was built in the 19th century.

The Erie Canal

Key

--- Erie Canal

--- Hudson River

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

Type your answer in the space provided.

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

Notes on Scoring

This response earns full credit (1 point) for responding with “The Erie Canal allowed people to sell goods to new markets in the East.”
Sample Response: 1 point

The Erie Canal was built in the 19th century.

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

Type your answer in the space provided.

The Erie Canal connected Ohio with New York.

Notes on Scoring

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

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

The Erie Canal connected Ohio to the Atlantic Ocean.

Notes on Scoring

This response earns full credit (1 point) for responding with “The Erie Canal connected Ohio to the Atlantic Ocean.”
Sample Response: 0 points

The Erie Canal was built in the 19th century.

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

Lake Erie connects to Ohio River

Notes on Scoring

This response earns no credit (0 points). The Erie Canal connected Lake Erie to the Hudson River.
Describe one benefit for businesses in the state of Ohio from the creation of the Erie Canal.
Type your answer in the space provided.

Products could be traded between Buffalo and Troy faster

Notes on Scoring
This response earns no credit (0 points). Easing trade between Buffalo and Troy did not benefit Ohio businesses.
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Question 8

Question and Scoring Guidelines
Question 8

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

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

**Points Possible:** 1

**Content Standard:** Government

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

**Scoring Guidelines**

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

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

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

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

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

Sample Response: 1 point
Question 9

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

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

Points Possible: 1

Content Standard: History

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

Scoring Guidelines

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

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

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

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

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

(A) It required them to pay very high taxes on stamps.
(B) It forced them to travel over poorly maintained roads.
(C) It prevented them from settling west of the Appalachians.
(D) It caused them to wait months for shipments of food and tea.
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Question 10

Question and Scoring Guidelines
Question 10

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

Which action demonstrates responsible citizenship?

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

Scoring Guidelines

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

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

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

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

Points Possible: 1

Content Standard: Government

Content Statement: Civic participation requires individuals to make informed and reasoned decisions by accessing and using information effectively. (16)
Sample Response: 1 point

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

Which action demonstrates responsible citizenship?

A. Tonya votes yes because agriculture has always been an important industry in her state.
B. Tonya reads newspaper stories with different viewpoints about the issue.
C. Tonya skips that issue on the ballot because she does not understand it.
D. Tonya talks to a hog farmer and adopts his or her position.
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Question 11

Question and Scoring Guidelines
Question 11

Many abolitionists lived in Ohio.

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

Type your answer in the space provided.

Points Possible: 1

Content Standard: History

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

<table>
<thead>
<tr>
<th>Score Point</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 point</td>
<td>The response includes one of the following:</td>
</tr>
<tr>
<td></td>
<td>• Abolitionists printed anti-slavery newspapers.</td>
</tr>
<tr>
<td></td>
<td>• Abolitionists printed anti-slavery literature.</td>
</tr>
<tr>
<td></td>
<td>• Abolitionists employed lecturers to travel across the state.</td>
</tr>
<tr>
<td></td>
<td>• Abolitionists ran safe houses where they hid runaway slaves traveling the Underground Railroad.</td>
</tr>
<tr>
<td></td>
<td>• Abolitionists raised money for their cause (or to purchase slaves).</td>
</tr>
<tr>
<td></td>
<td>• Abolitionists petitioned/lobbied/protested the government for change.</td>
</tr>
<tr>
<td>0 points</td>
<td>The response does not meet the criteria required to earn one point. The response indicates inadequate or no understanding of the task and/or the idea or concept needed to answer the item. It may only repeat information given in the test item. The response may provide an incorrect solution/response and the provided supportive information may be irrelevant to the item, or possibly, no other information is shown. The student may have written on a different topic or written, “I don’t know.”</td>
</tr>
</tbody>
</table>
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Social Studies
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Question 11

Sample Responses
Sample Response: 1 point

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

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

Notes on Scoring

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

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

abulishinits wrote newspapers against slavery

Notes on Scoring

This response earns full credit (1 point) because it makes a correct identification (“abulishinits wrote newspapers against slavery”).
Sample Response: 1 point

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

They petitioned the government for change.

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

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

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

Notes on Scoring

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

Many abolitionists lived in Ohio.

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

Type your answer in the space provided.

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

Notes on Scoring

This response earns no credit (0 points) because it makes an incorrect identification.
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Question 12

Question and Scoring Guidelines
Question 12

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

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

Points Possible: 1

Content Standard: History

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

Scoring Guidelines

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

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

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

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

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

(A) It expanded the Northwest Territory to the Mississippi River.
(B) It called for the building of canals in the Northwest Territory.
(C) It outlined how parts of the Northwest Territory could become states.
(D) It required American Indians to move from the Northwest Territory to other states.
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Question 13

Question and Scoring Guidelines
Question 13

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

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

Points Possible: 1

Content Standard: Government

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

Scoring Guidelines

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

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

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

Rationale for Option D: This is incorrect. This statement is an opinion that expresses how the writer feels about the new playground.
Sample Response: 1 point

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

A) Everyone in the neighborhood will love the new playground.
B) The playground equipment will cost the town almost $35,000.
C) I think that turning the empty lot into a playground is a great idea.
D) It will be fun to take my baby sister to the playground after it is built.
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Question 14

Question and Scoring Guidelines
Question 14

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

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

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

<table>
<thead>
<tr>
<th>Resource from Ohio</th>
<th>Benefits to the United States</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coal</td>
<td></td>
</tr>
<tr>
<td>Timber</td>
<td></td>
</tr>
<tr>
<td>Corn</td>
<td></td>
</tr>
<tr>
<td>Wind</td>
<td></td>
</tr>
</tbody>
</table>

Points Possible: 2

Content Standard: Economics and Geography

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

For this item, a full-credit response includes:

- “Fuel for factories and ships” at “Coal”;
  AND
- “Building materials and paper” at “Timber”;
  AND
- “Food and bio-fuels” at “Corn”;
  AND
- “Alternative energy” at “Wind” (2 points).

For this item, a partial credit response includes:

- Any two benefits in the correct blank boxes (1 point).
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Question 14

Sample Responses
Sample Response: 2 points

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

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

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

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

Notes on Scoring

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

100
Sample Response: 1 point

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

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

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

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

Notes on Scoring

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

Sample Response: 1 point

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

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

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

<table>
<thead>
<tr>
<th>Resource from Ohio</th>
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</thead>
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<tr>
<td>Corn</td>
<td>Alternative energy</td>
</tr>
<tr>
<td>Wind</td>
<td>Food and bio-fuels</td>
</tr>
</tbody>
</table>

Notes on Scoring

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

Sample Response: 0 points

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

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

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

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

Notes on Scoring

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

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

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

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

<table>
<thead>
<tr>
<th>Resource from Ohio</th>
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</thead>
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<td>Alternative energy</td>
</tr>
<tr>
<td>Today</td>
<td></td>
</tr>
<tr>
<td>Corn</td>
<td>Fuel for factories and ships</td>
</tr>
<tr>
<td>Wind</td>
<td>Building materials and paper</td>
</tr>
</tbody>
</table>

Notes on Scoring

This response earns no credit (0 points) because it incorrectly matches all four benefits.
Grade 4
Social Studies
Spring 2017 Item Release

Question 15

Question and Scoring Guidelines
Question 15

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

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

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

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

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

Points Possible: 2

Content Standard: Government

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

For this item, a full-credit response includes:

- “government” in sentence one;
  
  AND

- “democratic constitution” in sentence two;
  
  AND

- “limits” in sentence three;
  
  AND

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

For this item, a partial credit response includes:

- At least two of the correct words selected (1 point).
Grade 4
Social Studies
Spring 2017 Item Release

Question 15

Sample Responses
Sample Response: 2 points

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

A constitution is a document describing how a government is organized. The United States and Ohio both have a constitutional monarchy. The U.S. Constitution provides a framework that limits the powers of government. The Ohio Constitution defines the authority of elected officials.

Notes on Scoring

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

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

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

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

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

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

Notes on Scoring

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

Constitutions play an important role in the United States.

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

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

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

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

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

Notes on Scoring

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

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

<table>
<thead>
<tr>
<th>A constitution is a document describing how a government <strong>business</strong> is organized.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The United States and Ohio both have a <strong>constitutional monarchy</strong> <strong>democratic constitution</strong>.</td>
</tr>
<tr>
<td>The U.S. Constitution provides a framework that <strong>limits</strong> <strong>increases</strong> the powers of government.</td>
</tr>
<tr>
<td>The Ohio Constitution defines the authority of <strong>elected officials</strong> <strong>business owners</strong>.</td>
</tr>
</tbody>
</table>

### Notes on Scoring

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

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

A constitution is a document describing how a government ___ is organized.
The United States and Ohio both have a constitutional monarchy ___ democratic constitution.
The U.S. Constitution provides a framework that limits ___ increases the powers of government.
The Ohio Constitution defines the authority of elected officials ___ business owners.

Notes on Scoring
This response earns no credit (0 points) because it correctly completes only the third sentence regarding the role and purpose of constitutions in the United States.
Grade 4
Social Studies
Spring 2017 Item Release

Question 16

Question and Scoring Guidelines
Question 16

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

<table>
<thead>
<tr>
<th>Neighborhood</th>
<th>Number of Dogs</th>
<th>Number of Houses</th>
<th>Number of Other Dog Walkers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Somerville</td>
<td>20</td>
<td>50</td>
<td>5</td>
</tr>
<tr>
<td>Ridgefield</td>
<td>45</td>
<td>100</td>
<td>2</td>
</tr>
<tr>
<td>Windy Lanes</td>
<td>7</td>
<td>35</td>
<td>4</td>
</tr>
</tbody>
</table>

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

Explain why he should start his business there.

Type your answer in the space provided.

Points Possible: 2

Content Standard: Economics and Geography

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

<table>
<thead>
<tr>
<th>Score Point</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 points</td>
<td>The response includes one of the following answers for where Doug should open his dog-walking business:</td>
</tr>
<tr>
<td></td>
<td>• Ridgefield</td>
</tr>
<tr>
<td></td>
<td>• The second neighborhood in the table</td>
</tr>
<tr>
<td></td>
<td>AND</td>
</tr>
<tr>
<td></td>
<td>The response includes one of the following reasons for why he should open his dog-walking business in the location he or she selected:</td>
</tr>
<tr>
<td></td>
<td>Why Doug should open his business there:</td>
</tr>
<tr>
<td></td>
<td>• Doug should open his business in Ridgefield because that is the neighborhood with the most dogs.</td>
</tr>
<tr>
<td></td>
<td>• Because there are the most dogs there</td>
</tr>
<tr>
<td></td>
<td>• Because there are the most houses there</td>
</tr>
<tr>
<td></td>
<td>• Because there are the fewest other dog-walkers there</td>
</tr>
<tr>
<td></td>
<td>• Because having more dogs in the neighborhood means that there will be more dogs for Doug to walk</td>
</tr>
<tr>
<td>1 point</td>
<td>The response includes one correct place where Doug should open his dog-walking business</td>
</tr>
<tr>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>The response includes one correct reason for why he should open his dog-walking business there.</td>
</tr>
<tr>
<td>0 points</td>
<td>The response does not meet the criteria required to earn one point. The response indicates inadequate or no understanding of the task and/or the idea or concept needed to answer the item. It may only repeat information given in the test item. The response may provide an incorrect solution/response and the provided supportive information may be irrelevant to the item, or possibly, no other information is shown. The student may have written on a different topic or written, “I don’t know.”</td>
</tr>
</tbody>
</table>
Grade 4
Social Studies
Spring 2017 Item Release

Question 16

Sample Responses
Sample Response: 2 points

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

Smallest Type your answer in the space provided.

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

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

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

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

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

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

Notes on Scoring

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

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

<table>
<thead>
<tr>
<th>Neighborhood</th>
<th>Number of Dogs</th>
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</tr>
<tr>
<td>Windy Lakes</td>
<td>7</td>
<td>15</td>
<td>4</td>
</tr>
</tbody>
</table>

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

Explain why he should start his business there.

Type your answer in the space provided.

He should do his business at Ridgefield because there is a lot of dogs there and a lot of dog walkers.

Notes on Scoring

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

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

<table>
<thead>
<tr>
<th>Neighborhood</th>
<th>Number of Dogs</th>
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<tr>
<td>Windy Lane</td>
<td>7</td>
<td>15</td>
<td>4</td>
</tr>
</tbody>
</table>

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

Explain why he should start his business there.

Type your answer in the space provided.

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

Notes on Scoring

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

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

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

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

Explain why he should start his business there.

Type your answer in the space provided.

Doug should start his business at Ridgefield because there are bigger number in the Ridgefield colem.

Notes on Scoring

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

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

<table>
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</tr>
<tr>
<td>Windy Lakes</td>
<td>7</td>
<td>15</td>
<td>4</td>
</tr>
</tbody>
</table>

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

RIDGEFIELD BECAUSE HE WOD HAVE TUNES OF MONEY.

Notes on Scoring

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

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

<table>
<thead>
<tr>
<th>Neighborhood</th>
<th>Number of Dogs</th>
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<td>15</td>
<td>4</td>
</tr>
</tbody>
</table>

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

Explain why he should start his business there.

Type your answer in the space provided.

In Ridgefield.

Notes on Scoring

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

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

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

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

Type your answer in the space provided.

Somerville

Notes on Scoring

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Neighborhood</th>
<th>Number of Dogs</th>
<th>Number of Homes</th>
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</tr>
<tr>
<td>Ridgefield</td>
<td>45</td>
<td>100</td>
<td>2</td>
</tr>
<tr>
<td>Windy Lanes</td>
<td>7</td>
<td>13</td>
<td>4</td>
</tr>
</tbody>
</table>

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

Explain why he should start his business there.

Type your answer in the space provided.

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

Notes on Scoring

This response earns no credit (0 points) because it indicates inadequate understanding of the idea needed to answer the item.
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Social Studies
Spring 2017 Item Release

Question 17

Question and Scoring Guidelines
Question 17

Look at the map of Ohio and bordering states.

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

Type your answer in the space provided.

Points Possible: 2

Content Standard: Economics and Geography

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

<table>
<thead>
<tr>
<th>Score Point</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 points</td>
<td>The response includes two of the following:</td>
</tr>
<tr>
<td></td>
<td>- Indiana is west of Columbus</td>
</tr>
<tr>
<td></td>
<td>- Indiana is northwest of Columbus</td>
</tr>
<tr>
<td></td>
<td>- Indiana is southwest of Columbus</td>
</tr>
<tr>
<td></td>
<td>- Kentucky is south of Columbus</td>
</tr>
<tr>
<td></td>
<td>- Kentucky is southwest of Columbus</td>
</tr>
<tr>
<td></td>
<td>- Michigan is north of Columbus</td>
</tr>
<tr>
<td></td>
<td>- Michigan is northwest of Columbus</td>
</tr>
<tr>
<td></td>
<td>- West Virginia is south of Columbus</td>
</tr>
<tr>
<td></td>
<td>- West Virginia is southeast of Columbus</td>
</tr>
<tr>
<td></td>
<td>- West Virginia is northeast of Columbus</td>
</tr>
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<td>- Pennsylvania is east of Columbus</td>
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<td>- Pennsylvania is northeast of Columbus</td>
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<td>- Columbus is east of Indiana</td>
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<td>- Columbus is northeast of Indiana</td>
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<td>- Columbus is southeast of Indiana</td>
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<td>- Columbus is north of Kentucky</td>
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<td>- Columbus is northeast of Kentucky</td>
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<td>- Columbus is south of Michigan</td>
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<td>- Columbus is southeast of Michigan</td>
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<td>- Columbus is west of West Virginia</td>
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<td>- Columbus is northwest of West Virginia</td>
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<td>- Columbus is north of West Virginia</td>
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<td></td>
<td>- Columbus is west of Pennsylvania</td>
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<td></td>
<td>- Columbus is southwest of Pennsylvania</td>
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<tr>
<td>1 point</td>
<td>The response correctly identifies one correct location of a bordering state in relation to Columbus.</td>
</tr>
<tr>
<td>0 points</td>
<td>The response does not meet the criteria required to earn one point. The response indicates inadequate or no understanding of the task and/or the idea or concept needed to answer the item. It may only repeat information given in the test item. The response may provide an incorrect solution/response and the provided supportive information may be irrelevant to the item, or possibly, no other information is shown. The student may have written on a different topic or written, “I don't know.”</td>
</tr>
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Grade 4
Social Studies
Spring 2017 Item Release

Question 17

Sample Responses
Sample Response: 2 points

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

Type your answer in the space provided.

1Indiana is west of columbus. 2pensilvania is east of columbus.

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

Look at the map of Ohio and bordering states.

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

Type your answer in the space provided.

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

Notes on Scoring

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

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

Michigan is Northwest of Columbus. West Virginia is Southeast of Columbus.

Notes on Scoring

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

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

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

Notes on Scoring

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

Look at the map of Ohio and bordering states.

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

Type your answer in the space provided.

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

Notes on Scoring

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

Look at the map of Ohio and bordering states.

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

![Map of Ohio and bordering states with Columbus marked.]

Type your answer in the space provided.

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

Notes on Scoring

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

Look at the map of Ohio and bordering states.

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

Type your answer in the space provided.

kentucky south michigan north east

Notes on Scoring

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

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

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

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

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

Type your answer in the space provided.

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

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

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

Type your answer in the space provided.

go northeast than go northwest

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