Ohio’s State Tests

ITEM RELEASE

SPRING 2017

GRADE 6
SOCIAL STUDIES
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<thead>
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<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>Geography</td>
<td>Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment. (6)</td>
<td>A</td>
<td>1 point</td>
</tr>
<tr>
<td>2</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>B</td>
<td>1 point</td>
</tr>
<tr>
<td>3</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>B</td>
<td>1 point</td>
</tr>
<tr>
<td>4</td>
<td>Short Answer</td>
<td>History and Government</td>
<td>Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority. (10)</td>
<td>---</td>
<td>1 point</td>
</tr>
<tr>
<td>Question No.</td>
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<td>Answer Key</td>
<td>Points</td>
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<td>-------------</td>
<td>------------------</td>
<td>------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>------------</td>
<td>--------</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>
</tr>
<tr>
<td>6</td>
<td>Multiple Choice</td>
<td>Economics</td>
<td>When regions and/or countries specialize, global trade occurs. (14)</td>
<td>C</td>
<td>1 point</td>
</tr>
<tr>
<td>7</td>
<td>Graphic Response</td>
<td>Economics</td>
<td>Economists compare data sets to draw conclusions about relationships among them. (11)</td>
<td>---</td>
<td>2 points</td>
</tr>
<tr>
<td>8</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>D</td>
<td>1 point</td>
</tr>
<tr>
<td>9</td>
<td>Graphic Response</td>
<td>Economics</td>
<td>Economists compare data sets to draw conclusions about relationships among them. (11)</td>
<td>---</td>
<td>2 points</td>
</tr>
<tr>
<td>10</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>C</td>
<td>1 point</td>
</tr>
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</tr>
<tr>
<td>11</td>
<td>Multiple Choice</td>
<td>History and Government</td>
<td>Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens’ liberties and responsibilities varies according to limits on governmental authority. (10)</td>
<td>A</td>
<td>1 point</td>
</tr>
<tr>
<td>12</td>
<td>Multiple Choice</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>C</td>
<td>1 point</td>
</tr>
<tr>
<td>13</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>
<tr>
<td>14</td>
<td>Graphic 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>2 points</td>
</tr>
<tr>
<td>15</td>
<td>Short Response</td>
<td>Geography</td>
<td>Latitude and longitude can be used to identify absolute location. (4)</td>
<td>---</td>
<td>2 points</td>
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</tr>
<tr>
<td>16</td>
<td>Graphic 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>---</td>
<td>2 points</td>
</tr>
<tr>
<td>17</td>
<td>Table 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>18</td>
<td>Table Item</td>
<td>Geography</td>
<td>Places are distinctive because of their physical characteristics (land forms and bodies of water) and human characteristics (structures built by people). (5)</td>
<td>---</td>
<td>2 points</td>
</tr>
</tbody>
</table>
Grade 6
Social Studies
Spring 2017 Item Release

Question 1

Question and Scoring Guidelines
Question 1

Which is a way humans have modified the environment to adapt to the arid climate of the Middle East?

A. irrigation  
B. shipbuilding  
C. raising horses  
D. satellite imagery

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: **Key** – Irrigation is an adaptation to life in an arid climate.

Rationale for Option B: This is incorrect. Shipbuilding is not an adaptation to life in an arid climate.

Rationale for Option C: This is incorrect. Horse raising is not an adaptation to life in an arid climate.

Rationale for Option D: This is incorrect. Satellite imagery is not an adaptation to life in an arid climate.
Sample Response: 1 point

<table>
<thead>
<tr>
<th>Which is a way humans have modified the environment to adapt to the arid climate of the Middle East?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• irrigation</td>
</tr>
<tr>
<td>B  shipbuilding</td>
</tr>
<tr>
<td>C  raising horses</td>
</tr>
<tr>
<td>D  satellite imagery</td>
</tr>
</tbody>
</table>
Grade 6
Social Studies
Spring 2017 Item Release

Question 2

Question and Scoring Guidelines
Question 2

Why did the cities of ancient Egypt that were located close to the Nile River tend to be larger than those located farther away?

A) The Nile River flooded every year and destroyed these cities.
B) The Nile River allowed for more agriculture and ease of travel.
C) The Nile River prevented human modification to the environment.
D) The Nile River allowed these cities to be easily conquered by invaders.

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: This is incorrect. Flooding on the Nile would not increase city size.

Rationale for Option B: **Key** – The Nile River increased the yield of agriculture and allowed for easier travel.

Rationale for Option C: This is incorrect. The Nile River did not prevent human modification to the environment.

Rationale for Option D: This is incorrect. The Nile River increased the ease of travel and thus invasion, but this would not necessarily increase city size.

Sample Response: 1 point

<table>
<thead>
<tr>
<th>Why did the cities of ancient Egypt that were located close to the Nile River tend to be larger than those located farther away?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. The Nile River flooded every year and destroyed these cities.</td>
</tr>
<tr>
<td>B. The Nile River allowed for more agriculture and ease of travel.</td>
</tr>
<tr>
<td>C. The Nile River prevented human modification to the environment.</td>
</tr>
<tr>
<td>D. The Nile River allowed these cities to be easily conquered by invaders.</td>
</tr>
</tbody>
</table>
Grade 6
Social Studies
Spring 2017 Item Release

Question 3

Question and Scoring Guidelines
Laura's town holds a farmers' market every year. Last year, only two farms sold pears. This year, three more farms are also selling pears. What will happen to the price of pears at this year's farmers' market?

A. The price will go up because there are more pear sellers.
B. The price will go down because there are more pear sellers.
C. The price will go up because the pear sellers are specializing in one product.
D. The price will go down because the pear sellers are specializing in one product.

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. With more pear sellers, there is additional competition, which will lead to a decrease in the price of pears.

Rationale for Option B: Key – The price will go down because there is more competition.

Rationale for Option C: This is incorrect. The price of pears will go down, not up, due to increased competition. Additionally, there is no information in the scenario about the number of goods that the pear sellers specialize in producing.

Rationale for Option D: This is incorrect. The price of pears at the farmer’s market will decrease due to the increased number of people selling pears. There is no information in the scenario about the number of goods that the pear sellers specialize in producing.

Sample Response: 1 point

Laura’s town holds a farmers’ market every year. Last year, only two farms sold pears. This year, three more farms are also selling pears.

What will happen to the price of pears at this year’s farmers’ market?

A. The price will go up because there are more pear sellers.
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Grade 6
Social Studies
Spring 2017 Item Release

Question 4

Question and Scoring Guidelines
Question 4

The Democratic People's Republic of Korea (North Korea) has traditionally held power through force and passed leadership through family members.

<table>
<thead>
<tr>
<th>Leadership</th>
<th>Years in Power</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kim Il-sung (grandfather)</td>
<td>1948-1994</td>
</tr>
<tr>
<td>Kim Jong-il (father)</td>
<td>1994-2011</td>
</tr>
<tr>
<td>Kim Jong-un (son)</td>
<td>2011-current</td>
</tr>
</tbody>
</table>

Identify one form of government that traditionally transitions power from one family member to another.

Type your answer in the space provided.

Points Possible: 1

Content Standard: History and Government

Content Statement: Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority. (10)
## 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>• A dictatorship can transition power through family members.</td>
</tr>
<tr>
<td></td>
<td>• A monarchy traditionally transitions power from one family member to another.</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>
Sample Response: 1 point

The Democratic People’s Republic of Korea (North Korea) has traditionally held power through force and passed leadership through family members.

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</tr>
<tr>
<td>Kim Jong-un (son)</td>
<td>2011-current</td>
</tr>
</tbody>
</table>

Identify one form of government that traditionally transitions power from one family member to another.

Type your answer in the space provided.

Dictatorship

Notes on Scoring

This response earns full credit (1 point) because it correctly identifies “Dictatorship” as a form of government illustrated in the chart.
Sample Response: 1 point

The Democratic People’s Republic of Korea (North Korea) has traditionally held power through force and passed leadership through family members.

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<td>2011-current</td>
</tr>
</tbody>
</table>

Identify one form of government that traditionally transitions power from one family member to another.
Type your answer in the space provided.

A Monarchy transitions power from one family member to another.

Notes on Scoring

This response earns full credit (1 point) because it correctly identifies “Monarchy” as a form of government illustrated in the chart.
Sample Response: 1 point

The Democratic People’s Republic of Korea (North Korea) has traditionally held power through force and passed leadership through family members.

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</tr>
<tr>
<td>Kim Jong-un (son)</td>
<td>2011-current</td>
</tr>
</tbody>
</table>

Identify one form of government that traditionally transitions power from one family member to another.

Type your answer in the space provided.

In a dictatorship, such as North Korea, power is handed down from father to son.

Notes on Scoring

This response earns full credit (1 point) because it correctly identifies “dictatorship” as a form of government illustrated in the chart.
Sample Response: 0 points

The Democratic People's Republic of Korea (North Korea) has traditionally held power through force and passed leadership through family members.

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<tr>
<td>Kim Jong-un (son)</td>
<td>2011-current</td>
</tr>
</tbody>
</table>

Identify one form of government that traditionally transitions power from one family member to another. Type your answer in the space provided.

A theocracy transitions power from one family member to another.

Notes on Scoring

This response earns no credit (0 points) because it does not correctly identify the form of government illustrated in the chart.
Sample Response: 0 points

The Democratic People's Republic of Korea (North Korea) has traditionally held power through force and passed leadership through family members.

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<td>Kim Jong-un (son)</td>
<td>2011-current</td>
</tr>
</tbody>
</table>

Identify one form of government that traditionally transitions power from one family member to another.

Type your answer in the space provided.

In a democracy, power is handed down from one family member to another.

Notes on Scoring

This response earns no credit (0 points) because it does not correctly identify the form of government illustrated in the chart.
Grade 6
Social Studies
Spring 2017 Item Release

Question 5

Question and Scoring Guidelines
Question 5

Why would a country specialize in producing steel, while trading with other countries to get oil?

A. The country has many oil workers, but few steel workers.
B. The country has oil reserves, but lacks iron to produce steel.
C. The country lacks the resources to produce either steel or oil.
D. The country has the iron to produce steel, but lacks oil reserves.

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. A scarcity of steel workers and an abundance of oil workers would not cause a country to specialize in producing steel.

Rationale for Option B: This is incorrect. A scarcity of iron and an abundance of oil would not cause a country to specialize in producing steel.

Rationale for Option C: This is incorrect. A lack of all resources would not cause a country to specialize in producing steel.

Rationale for Option D: Key – An abundance of iron and a scarcity of oil reserves would cause a country to specialize in producing steel.
Sample Response: 1 point

Why would a country specialize in producing steel, while trading with other countries to get oil?

A. The country has many oil workers, but few steel workers.
B. The country has oil reserves, but lacks iron to produce steel.
C. The country lacks the resources to produce either steel or oil.
D. The country has the iron to produce steel, but lacks oil reserves.
Grade 6
Social Studies
Spring 2017 Item Release

Question 6

Question and Scoring Guidelines
Question 6

A map depicting early Muslim trade routes is shown.

Early Muslim Trade Routes

What was the effect of Muslim trade routes in the Eastern Hemisphere?

A  Muslim trade routes led people to travel more by ship and less over land.
B  Muslim trade routes led directly to the discovery of North and South America.
C  Muslim trade routes led to the exchange of cultures from different parts of the world.
D  Muslim trade routes led people from sub-Saharan Africa to migrate to the Middle East.

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 map shows the majority of Muslim trade routes were overland.

Rationale for Option B: This is incorrect. Muslim trade routes did not extend to North or South America.

Rationale for Option C: Key – Muslim trade routes led to the exchange of cultures from different parts of the world.

Rationale for Option D: This is incorrect. Muslim trade routes did not cause people in sub-Saharan Africa to migrate to the Middle East.

Sample Response: 1 point

A map depicting early Muslim trade routes is shown.

What was the effect of Muslim trade routes in the Eastern Hemisphere?

A. Muslim trade routes led people to travel more by ship and less over land.

B. Muslim trade routes led directly to the discovery of North and South America.

C. Muslim trade routes led to the exchange of cultures from different parts of the world.

D. Muslim trade routes led people from sub-Saharan Africa to migrate to the Middle East.
Grade 6
Social Studies
Spring 2017 Item Release

Question 7

Question and Scoring Guidelines
Question 7

A chart showing the value of food traded by different countries is shown.

<table>
<thead>
<tr>
<th>Country</th>
<th>Money Spent on Food Imports</th>
<th>Money Gained from Food Exports</th>
<th>Percent of Exports that are Food</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>$75.5 billion</td>
<td>$54.2 billion</td>
<td>2.9%</td>
</tr>
<tr>
<td>Ethiopia</td>
<td>$1.3 billion</td>
<td>$2 billion</td>
<td>67.2%</td>
</tr>
<tr>
<td>Japan</td>
<td>$78.9 billion</td>
<td>$4.6 billion</td>
<td>0.6%</td>
</tr>
<tr>
<td>Thailand</td>
<td>$10.8 billion</td>
<td>$31.5 billion</td>
<td>14.4%</td>
</tr>
</tbody>
</table>

Use the data in the charts in order to complete the following statements.
Move the country that completes each statement into the blank boxes.

• You do **not** need to use all the countries.

---

specializes in producing food.

relies the most on trade to get food.

---

Points Possible: 2

Content Standard: Economics

Content Statement: Economists compare data sets to draw conclusions about relationships among them. (11)
Scoring Guidelines

For this item, a full-credit response includes:

- “Ethiopia” at “First Blank Box”
  AND
- “Japan” at “Second Blank Box” (2 points).

For this item, a partial credit response includes:

- “Ethiopia” at “First Blank Box”
  OR
- “Japan” at “Second Blank Box” (1 point).
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Social Studies
Spring 2017 Item Release

Question 7

Sample Responses
Sample Response: 2 points

A chart showing the value of food traded by different countries is shown.

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

Use the data in the charts in order to complete the following statements.

Move the country that completes each statement into the blank boxes.

- You do not need to use all the countries.

- **Ethiopia** specializes in producing food.
- **Japan** relies the most on trade to get food.

Notes on Scoring

This response earns full credit (2 points) because it correctly places “Ethiopia” with “specializes in producing food.” and correctly places “Japan” with “relies the most on trade to get food.”
Sample Response: 1 point

A chart showing the value of food traded by different countries is shown.

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</tr>
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<tr>
<td>Thailand</td>
<td>$10.8 billion</td>
<td>$31.5 billion</td>
<td>14.4%</td>
</tr>
</tbody>
</table>

Use the data in the charts in order to complete the following statements.

Move the country that completes each statement into the blank boxes.

- You do not need to use all the countries.

- Ethiopia specializes in producing food.
- China relies the most on trade to get food.

Notes on Scoring

This response earns partial credit (1 point) because it correctly places “Ethiopia” with “specializes in producing food.”, but it incorrectly places “China” with “relies the most on trade to get food.”
Sample Response: 1 point

A chart showing the value of food traded by different countries is shown.

<table>
<thead>
<tr>
<th>Country</th>
<th>Money Spent on Food Imports</th>
<th>Money Gained from Food Exports</th>
<th>Percent of Exports that are Food</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>$75.5 billion</td>
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</table>

Use the data in the charts in order to complete the following statements.

Move the country that completes each statement into the blank boxes.

- You do not need to use all the countries.

- Thailand specializes in producing food.
- Japan relies the most on trade to get food.

Notes on Scoring

This response earns partial credit (1 point) because it incorrectly places “Thailand” with “specializes in producing food.”, but it correctly places “Japan” with “relies the most on trade to get food.”
Sample Response: 0 points

A chart showing the value of food traded by different countries is shown.

**Food Imports and Exports**

<table>
<thead>
<tr>
<th>Country</th>
<th>Money Spent on Food Imports</th>
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Use the data in the charts in order to complete the following statements.

Move the country that completes each statement into the blank boxes.

- You do not need to use all the countries.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Thailand</td>
<td>relies the most on trade to get food.</td>
</tr>
</tbody>
</table>

**Notes on Scoring**

This response earns no credit (0 points) because it places the wrong countries in the boxes.
Sample Response: 0 points

A chart showing the value of food traded by different countries is shown.

**Food Imports and Exports**

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<thead>
<tr>
<th>Country</th>
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Use the data in the charts in order to complete the following statements.
Move the country that completes each statement into the blank boxes.

- You do not need to use all the countries.

```
Japan specializes in producing food.
Ethiopia relies the most on trade to get food.
```

**Notes on Scoring**

This response earns no credit (0 points) because it places the wrong countries in the boxes.
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Social Studies
Spring 2017 Item Release

Question 8

Question and Scoring Guidelines
Question 8

Which perspective distinguishes Islam from Judaism?

A. There is only one god.
B. Jerusalem is a holy city.
C. Certain foods should always be avoided.
D. Make one pilgrimage to Mecca if possible.

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). (8)
Scoring Guidelines

**Rationale for Option A:** This is incorrect. In both Islam and Judaism, a fundamental belief is that there is only one god.

**Rationale for Option B:** This is incorrect. Jerusalem is considered to be a holy city by both Muslims and Jews.

**Rationale for Option C:** This is incorrect. Islam and Judaism have similar dietary restrictions, both of which prohibit the consumption of pork and various other foods.

**Rationale for Option D:** Key – Taking a pilgrimage to Mecca is considered to be a religious duty of all Muslims who have the financial and physical ability to make the trip; Judaism has no such requirement.

Sample Response: 1 point

![Image](image.png)
Question 9

Question and Scoring Guidelines
Question 9

This chart shows the different goods that four countries import and export.

Imports and Exports of Selected Countries

<table>
<thead>
<tr>
<th>Country</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Country A</td>
<td>Machinery, chemicals, manufactured goods, food</td>
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<tr>
<td>Country B</td>
<td>Oil, natural gas, clothing, coal, audio and visual apparatus</td>
<td>Motor vehicles, iron and steel products, auto parts, plastic, power generating machinery</td>
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<tr>
<td>Country C</td>
<td>Machinery and equipment, foodstuffs, chemicals, motor vehicles, textiles</td>
<td>Oil and petroleum products</td>
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</table>

A. Move the two countries that would specialize in producing oil into the blank boxes.

B. Move the two countries that trade the most with each other into the blank boxes.

- You do not need to use all the countries.

Points Possible: 2

Content Standard: Economics

Content Statement: Economists compare data sets to draw conclusions about relationships among them. (11)
Scoring Guidelines

For this item, a full-credit response includes:

- Placing “Country C" and “Country A” in the first box (1 point); AND
- Placing “Country D" and “Country B” in the second box; OR
- Placing “Country C" and “Country B” in the second box (1 point).
Grade 6
Social Studies
Spring 2017 Item Release

Question 9

Sample Responses
Sample Response: 2 points

This chart shows the different goods that four countries import and export.

<table>
<thead>
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A. Move the two countries that would specialize in producing oil into the blank boxes.

B. Move the two countries that trade the most with each other into the blank boxes.

• You do not need to use all the countries.

Notes on Scoring

This response earns full credit (2 points) because it correctly places Country C and Country A under “Countries specializing in oil production” and correctly places Country D and Country B under “Countries that trade together the most”.

Sample Response: 2 points

This chart shows the different goods that four countries import and export.

### Imports and Exports of Selected Countries

<table>
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**Notes on Scoring**

This response earns full credit (2 points) because it correctly places Country C and Country A under “Countries specializing in oil production” and correctly places Country C and Country B under “Countries that trade together the most”.

---

51
Sample Response: 1 point

This chart shows the different goods that four countries import and export.

**Imports and Exports of Selected Countries**

<table>
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A. Move the two countries that would specialize in producing oil into the blank boxes.

B. Move the two countries that trade the most with each other into the blank boxes.

- You do not need to use all the countries.

**Notes on Scoring**

This response earns partial credit (1 point) because it incorrectly places Country B under “Countries specializing in oil production”, but it correctly places Country C and Country B under “Countries that trade together the most”.
Sample Response: 1 point

This chart shows the different goods that four countries import and export.

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A. Move the two countries that would specialize in producing oil into the blank boxes.

B. Move the two countries that trade the most with each other into the blank boxes.

• You do not need to use all the countries.

Notes on Scoring

This response earns partial credit (1 point) because it incorrectly places Country D under “Countries specializing in oil production”, but it correctly places Country C and Country B under “Countries that trade together the most”.
Sample Response: 1 point

This chart shows the different goods that four countries import and export.

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A. Move the two countries that would specialize in producing oil into the blank boxes.

B. Move the two countries that trade the most with each other into the blank boxes.
   - You do not need to use all the countries.

Trade in Selected Countries

A. Countries specializing in oil production

   - Country C
   - Country A

B. Countries that trade together the most

   - Country A
   - Country B

Notes on Scoring

This response earns partial credit (1 point) because it correctly places Country C and Country A under “Countries specializing in oil production”, but it incorrectly places Country A under “Countries that trade together the most”. 
Sample Response: 0 points

This chart shows the different goods that four countries import and export.

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A. Move the two countries that would specialize in producing oil into the blank boxes.
B. Move the two countries that trade the most with each other into the blank boxes.

- You do not need to use all the countries.

Notes on Scoring

This response earns no credit (0 points) because it incorrectly places Country D under “Countries specializing in oil production” and incorrectly places Country A under “Countries that trade together the most”.
Sample Response: 0 points

This chart shows the different goods that four countries import and export.

Imports and Exports of Selected Countries

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A. Move the two countries that would specialize in producing oil into the blank boxes.
B. Move the two countries that trade the most with each other into the blank boxes.

- You do not need to use all the countries.

Trade in Selected Countries

A. Countries specializing in oil production

[Country A] [Country B]

B. Countries that trade together the most

[Country C] [Country D]

Notes on Scoring

This response earns no credit (0 points) because it incorrectly places Country B under “Countries specializing in oil production” and incorrectly matches Country D with Country C, rather than Country B, under “Countries that trade together the most”.

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Social Studies
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Question 10

Question and Scoring Guidelines
**Question 10**

Cosmic Computers is a family-run company in Smithfield. A national computer chain, Solutions Computers, decides to open a new store in Smithfield. How will the opening of the national computer store affect the family-run store?

- A. It will cause the family store to hire more employees.
- B. It will increase the cost of running the family store.
- C. It will decrease the income of the family store.
- D. It will force the family store to raise its 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. It is possible that the family-run store would have less employees since they may want to cut costs.

Rationale for Option B: This is incorrect. The overhead costs for the family store will remain the same.

Rationale for Option C: Key – Because of the competition, the family store will lose some of its customers to the computer chain.

Rationale for Option D: This is incorrect. It is possible that the store would need to decrease their prices to stay competitive.
Sample Response: 1 point

Cosmic Computers is a family-run company in Smithfield. A national computer chain, Solutions Computers, decides to open a new store in Smithfield. How will the opening of the national computer store affect the family-run store?

- It will cause the family store to hire more employees.
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- It will decrease the income of the family store.
- It will force the family store to raise its prices.
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Question 11

Question and Scoring Guidelines
Question 11

Leaders in democracies acquire power by means of

(A) periodic elections open to all qualified citizens.
(B) elections in which voters can only choose from a single political party.
(C) popular support for the hereditary right to rule.
(D) popular acceptance of a government seized by military force.

Points Possible: 1

Content Standard: History and Government

Content Statement: Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority.

(10)
Scoring Guidelines

Rationale for Option A: **Key** – In democracies, periodic elections are held in which all qualified citizens are permitted to vote for individuals who seek to hold leadership positions in government.

Rationale for Option B: This is incorrect. In democracies, representatives from multiple political parties are permitted to run for elected office.

Rationale for Option C: This is incorrect. The hereditary right to rule is a characteristic of monarchies, not democracies.

Rationale for Option D: This is incorrect. Governments seized by military force are typically classified as dictatorships, not democracies.

Sample Response: 1 point
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Social Studies
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Question 12

Question and Scoring Guidelines
Question 12

Which is an environmental factor that has caused human migration throughout the Eastern Hemispheres?

A  war
B  trade
C  flooding
D  free speech

Points Possible: 1

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

Rationale for Option A: This is incorrect. War is a political influence on migration.

Rationale for Option B: This is incorrect. Trade is an economic influence on migration.

Rationale for Option C: Key – Flooding is an environmental factor that can cause human migration.

Rationale for Option D: This is incorrect. Freedom of speech is a social or political influence on migration.
Sample Response: 1 point

Which is an environmental factor that has caused human migration throughout the Eastern Hemisphere?

(A) war
(B) trade
(C) flooding
(D) free speech
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Social Studies
Spring 2017 Item Release

Question 13

Question and Scoring Guidelines
Question 13

This passage describes events in the history of ancient Egypt. Read the passage and note the dates given for certain events.

Events in Ancient Egypt
Many people know of ancient Egypt because of the Great Pyramids, which were built around the year 2500 B.C.E. Historians have argued over exactly how the Egyptians built the pyramids, but part of their purpose was to serve as grave sites for Egyptian kings. Starting around the year 1060 B.C.E., Egypt’s power began to decline and it was ruled by a series of foreign invaders. In 30 B.C.E., the emperor of Rome made Egypt part of his empire. The rule of Egypt changed hands again in 642 C.E., when it was conquered by Arab Muslims.

Use the Add Point button to identify two events on the timeline.
A. Place a point on the timeline when the Great Pyramids were built.
B. Place a point on the timeline when Arab Muslims conquered Egypt.

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 includes:
  • A point is placed near the year 2500 B.C.E. on the time line.
    AND
  • A point is placed near the year 642 C.E. on the time line (2 points).

For this item, a partial credit response includes:
  • A point is placed near the year 2500 B.C.E. on the time line (1 point).
    OR
  • A point is placed near the year 642 C.E. on the time line (1 point).
Sample Response: 2 points

This passage describes events in the history of ancient Egypt. Read the passage and note the dates given for certain events.

Events in Ancient Egypt

Many people know of ancient Egypt because of the Great Pyramids, which were built around the year 2500 B.C.E. Historians have argued over exactly how the Egyptians built the pyramids, but part of their purpose was to serve as grave sites for Egyptian kings. Starting around the year 1000 B.C.E., Egypt’s power began to decline and it was ruled by a series of foreign invaders. In 30 B.C.E., the emperor of Rome made Egypt part of his empire. The rule of Egypt changed hands again in 642 C.E., when it was conquered by Arab Muslims.

Use the Add Point button to identify two events on the time line.

A. Place a point on the time line when the Great Pyramids were built.

B. Place a point on the time line when Arab Muslims conquered Egypt.

Notes on Scoring

This response earns full credit (2 points) because it correctly places a point on 2500 B.C.E. and correctly places a point (approximately) on 642 C.E. on the time line.
Sample Response: 2 points

This passage describes events in the history of ancient Egypt. Read the passage and note the dates given for certain events.

Events in Ancient Egypt

Many people know of ancient Egypt because of the Great Pyramids, which were built around the year 2500 B.C.E. Historians have argued over exactly how the Egyptians built the pyramids, but part of their purpose was to serve as grave sites for Egyptian kings. Starting around the year 1000 B.C.E., Egypt’s power began to decline and it was ruled by a series of foreign invaders. In 30 B.C.E. the emperor of Rome made Egypt part of his empire. The rule of Egypt changed hands again in 642 C.E., when it was conquered by Arab Muslims.

Use the Add Point button to identify two events on the time line.

A. Place a point on the time line when the Great Pyramids were built.
B. Place a point on the time line when Arab Muslims conquered Egypt.

Notes on Scoring

This response earns full credit (2 points) because it correctly places a point near 2500 B.C.E. and correctly places a point (approximately) on 642 C.E. on the time line.
Sample Response: 2 points

This passage describes events in the history of ancient Egypt. Read the passage and note the dates given for certain events.

**Events in Ancient Egypt**

Many people know of ancient Egypt because of the Great Pyramids, which were built around the year 2500 B.C.E. Historians have argued over exactly how the Egyptians built the pyramids, but part of their purpose was to serve as grave sites for Egyptian kings. Starting around the year 1000 B.C.E, Egypt’s power began to decline and it was ruled by a series of foreign invaders. In 30 B.C.E, the emperor of Rome made Egypt part of his empire. The rule of Egypt changed hands again in 642 C.E, when it was conquered by Arab Muslims.

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Sample Response: 1 point

This passage describes events in the history of ancient Egypt. Read the passage and note the dates given for certain events.

Events in Ancient Egypt

Many people know of ancient Egypt because of the Great Pyramids, which were built around the year 2500 B.C.E. Historians have argued over exactly how the Egyptians built the pyramids, but part of their purpose was to serve as grave sites for Egyptian kings. Starting around the year 1000 B.C.E., Egypt’s power began to decline and it was ruled by a series of foreign invaders. In 30 B.C.E., the emperor of Rome made Egypt part of his empire. The rule of Egypt changed hands again in 642 C.E., when it was conquered by Arab Muslims.

Use the Add Point button to identify two events on the time line.

A. Place a point on the time line when the Great Pyramids were built.
B. Place a point on the time line when Arab Muslims conquered Egypt.

Notes on Scoring

This response earns partial credit (1 point) because it correctly places a point on 2500 B.C.E., but it does not place a point on (or approximately on) 642 C.E., on the time line.
Sample Response: 1 point

This passage describes events in the history of ancient Egypt. Read the passage and note the dates given for certain events.

Events in Ancient Egypt

Many people know of ancient Egypt because of the Great Pyramids, which were built around the year 2500 B.C.E. Historians have argued over exactly how the Egyptians built the pyramids, but part of their purpose was to serve as grave sites for Egyptian kings. Starting around the year 1000 B.C.E., Egypt's power began to decline and it was ruled by a series of foreign invaders. In 30 B.C.E., the emperor of Rome made Egypt part of his empire. The rule of Egypt changed hands again in 642 C.E., when it was conquered by Arab Muslims.

Use the Add Point button to identify two events on the timeline.

A. Place a point on the timeline when the Great Pyramids were built.

B. Place a point on the timeline when Arab Muslims conquered Egypt.

Notes on Scoring

This response earns partial credit (1 point) because it correctly places a point on 2500 B.C.E., but it does not place a point (approximately) on 642 C.E., on the timeline.
Sample Response: 1 point

This passage describes events in the history of ancient Egypt. Read the passage and note the dates given for certain events.

<table>
<thead>
<tr>
<th>Events in Ancient Egypt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many people know of ancient Egypt because of the Great Pyramids, which were built around the year 2500 B.C.E. Historians have argued over exactly how the Egyptians built the pyramids, but part of their purpose was to serve as grave sites for Egyptian kings. Starting around the year 1000 B.C.E., Egypt’s power began to decline and it was ruled by a series of foreign invaders. In 30 B.C.E., the emperor of Rome made Egypt part of his empire. The rule of Egypt changed hands again in 642 C.E., when it was conquered by Arab Muslims.</td>
</tr>
</tbody>
</table>

Use the Add Point button to identify two events on the time line.

A. Place a point on the time line when the Great Pyramids were built.
B. Place a point on the time line when Arab Muslims conquered Egypt.

Notes on Scoring

This response earns partial credit (1 point) because it does not place a point near 2500 B.C.E., but it correctly places a point (approximately) on 642 C.E., on the time line.
Sample Response: 1 point

This passage describes events in the history of ancient Egypt. Read the passage and note the dates given for certain events.

Events in Ancient Egypt

Many people know of ancient Egypt because of the Great Pyramids, which were built around the year 2500 B.C.E. Historians have argued over exactly how the Egyptians built the pyramids, but part of their purpose was to serve as grave sites for Egyptian kings. Starting around the year 1000 B.C.E., Egypt's power began to decline and it was ruled by a series of foreign invaders. In 30 B.C.E., the emperor of Rome made Egypt part of his empire. The rule of Egypt changed hands again in 642 C.E., when it was conquered by Arab Muslims.

Use the Add Point button to identify two events on the timeline.

A. Place a point on the timeline when the Great Pyramids were built.

B. Place a point on the timeline when Arab Muslims conquered Egypt.

Notes on Scoring

This response earns partial credit (1 point) because it correctly places a point (approximately) on 2500 B.C.E. and correctly places a point (approximately) on 642 C.E. on the timeline, but it also adds an unrelated point.
Sample Response: 0 points

This passage describes events in the history of ancient Egypt. Read the passage and note the dates given for certain events.

<table>
<thead>
<tr>
<th>Events in Ancient Egypt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many people know of ancient Egypt because of the Great Pyramids, which were built around the year 2500 B.C.E. Historians have argued over exactly how the Egyptians built the pyramids, but part of their purpose was to serve as grave sites for Egyptian kings. Starting around the year 1000 B.C.E. Egypt's power began to decline and it was ruled by a series of foreign invaders. In 30 B.C.E, the emperor of Rome made Egypt part of his empire. The rule of Egypt changed hands again in 642 C.E, when it was conquered by Arab Muslims.</td>
</tr>
</tbody>
</table>

---

Use the Add Point button to identify **two** events on the time line.

A. Place a point on the time line when the Great Pyramids were built.
B. Place a point on the time line when Arab Muslims conquered Egypt

---

Notes on Scoring

This response earns no credit (0 points) because it does not correctly place the points near identified years.
Sample Response: 0 points

This passage describes events in the history of ancient Egypt. Read the passage and note the dates given for certain events.

<table>
<thead>
<tr>
<th>Events in Ancient Egypt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many people know of ancient Egypt because of the Great Pyramids, which were built around the year 2500 B.C.E. Historians have argued over exactly how the Egyptians built the pyramids, but part of their purpose was to serve as grave sites for Egyptian kings. Starting around the year 1000 B.C.E., Egypt’s power began to decline and it was ruled by a series of foreign invaders. In 30 B.C.E., the emperor of Rome made Egypt part of his empire. The rule of Egypt changed hands again in 642 C.E., when it was conquered by Arab Muslims.</td>
</tr>
</tbody>
</table>

Use the Add Point button to identify two events on the time line.

A. Place a point on the time line when the Great Pyramids were built.
B. Place a point on the time line when Arab Muslims conquered Egypt.

Notes on Scoring

This response earns no credit (0 points) because it does not correctly place the points near identified years.
Grade 6
Social Studies
Spring 2017 Item Release

Question 14

Question and Scoring Guidelines
Question 14

A table of country characteristics is shown.

<table>
<thead>
<tr>
<th>Country Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Country A</strong></td>
</tr>
<tr>
<td>Limited capital goods</td>
</tr>
<tr>
<td>Few major cities</td>
</tr>
<tr>
<td>Abundant fertile soil</td>
</tr>
</tbody>
</table>

When countries have limited availability of productive resources, they must make decisions about what to produce.

Using the country’s characteristics given in the chart, match each country with what would most likely be its major industry. Move each industry into the blank box next to its related country.

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

For this item, a full-credit response includes:

- “Agriculture” at “Country A”;
  AND
- “Manufacturing” at “Country B”;
  AND
- “Mining” at “Country C”;
  AND
- “Shipping” at “Country D” (2 points).

For this item, a partial credit response includes:

- At least two objects in the correct locations (1 point).
Grade 6
Social Studies
Spring 2017 Item Release

Question 14

Sample Responses
Sample Response: 2 points

A table of country characteristics is shown.

<table>
<thead>
<tr>
<th>Country Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Country A</strong></td>
</tr>
<tr>
<td>Limited capital goods</td>
</tr>
<tr>
<td>Few major cities</td>
</tr>
<tr>
<td>Abundant fertile soil</td>
</tr>
</tbody>
</table>

When countries have limited availability of productive resources, they must make decisions about what to produce. Using the country’s characteristics given in the chart, match each country with what would most likely be its major industry. Move each industry into the blank box next to its related country.

Notes on Scoring

This response earns full credit (2 points) because it correctly matches each country with the appropriate industry.
Sample Response: 1 point

A table of country characteristics is shown.

<table>
<thead>
<tr>
<th>Country Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Country A</strong></td>
</tr>
<tr>
<td>Limited capital goods</td>
</tr>
<tr>
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</tr>
<tr>
<td>Abundant fertile soil</td>
</tr>
</tbody>
</table>

When countries have limited availability of productive resources, they must make decisions about what to produce. Using the country’s characteristics given in the chart, match each country with what would most likely be its major industry. Move each industry into the blank box next to its related country.

Notes on Scoring

This response earns partial credit (1 point) because it correctly matches Country A with “Agriculture” and Country B with “Manufacturing”, but it does not correctly match Country C and Country D with the appropriate industries.
A table of country characteristics is shown.

<table>
<thead>
<tr>
<th>Country Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Country A</strong></td>
</tr>
<tr>
<td>Limited capital goods</td>
</tr>
<tr>
<td>Few major cities</td>
</tr>
<tr>
<td>Abundant fertile soil</td>
</tr>
</tbody>
</table>

When countries have limited availability of productive resources, they must make decisions about what to produce. Using the country’s characteristics given in the chart, match each country with what would most likely be its major industry. Move each industry into the blank box next to its related country.

- **Country A** → **Manufacturing**
- **Country B** → **Agriculture**
- **Country C** → **Mining**
- **Country D** → **Shipping**

**Notes on Scoring**

This response earns partial credit (1 point) because it incorrectly matches Country A and Country B with the appropriate industries, but it correctly matches Country C with “Mining” and Country D with “Shipping”.

Sample Response: 1 point
Sample Response: 1 point

A table of country characteristics is shown.

<table>
<thead>
<tr>
<th>Country Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Country A</strong></td>
</tr>
<tr>
<td>Limited capital goods</td>
</tr>
<tr>
<td>Few major cities</td>
</tr>
<tr>
<td>Abundant fertile soil</td>
</tr>
</tbody>
</table>

When countries have limited availability of productive resources, they must make decisions about what to produce.

Using the country’s characteristics given in the chart, match each country with what would most likely be its major industry.

Move each industry into the blank box next to its related country.

Notes on Scoring

This response earns partial credit (1 point) because it incorrectly matches Country A and Country D with the appropriate industries, but it correctly matches Country B with “Manufacturing” and Country C with “Mining”.
Sample Response: 0 points

A table of country characteristics is shown.

<table>
<thead>
<tr>
<th>Country Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Country A</strong></td>
</tr>
<tr>
<td>Limited capital goods</td>
</tr>
<tr>
<td>Few major cities</td>
</tr>
<tr>
<td>Abundant fertile soil</td>
</tr>
</tbody>
</table>

When countries have limited availability of productive resources, they must make decisions about what to produce.

Using the country’s characteristics given in the chart, match each country with what would most likely be its major industry.

Move each industry into the blank box next to its related country.

Notes on Scoring

This response earns no credit (0 points) because it does not correctly match any of the countries with the appropriate industries.
Sample Response: 0 points

A table of country characteristics is shown.

<table>
<thead>
<tr>
<th>Country Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Country A</strong></td>
</tr>
<tr>
<td>Limited capital goods</td>
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<tr>
<td>Few major cities</td>
</tr>
<tr>
<td>Abundant fertile soil</td>
</tr>
</tbody>
</table>

When countries have limited availability of productive resources, they must make decisions about what to produce. Using the country’s characteristics given in the chart, match each country with what would most likely be its major industry. Move each industry into the blank box next to its related country.

Notes on Scoring

This response earns no credit (0 points) because it correctly matches only one of the countries with the appropriate industry (Country D with “Shipping”).
Grade 6
Social Studies
Spring 2017 Item Release

Question 15

Question and Scoring Guidelines
Question 15

Look at the map of northern Africa.

Identify the latitude and the longitude of Tunis. Be sure to label which coordinate is latitude and which coordinate is longitude. Type your answer in the space provided.

Points Possible: 2

Content Standard: Geography

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

Exemplar Response

- 37°N latitude, 10°E longitude

Other Correct Responses

- 36 – 38°N latitude, 10 – 11°E longitude

<table>
<thead>
<tr>
<th>Score Point</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 points</td>
<td>The response identifies the correct coordinates of Tunis. Response must include the words latitude and longitude and have the correct direction notation.</td>
</tr>
<tr>
<td>1 point</td>
<td>The response identifies one of the coordinates correctly. OR The response identifies coordinates correctly but is missing the words latitude and/or longitude and/or the direction notation.</td>
</tr>
<tr>
<td>0 points</td>
<td>The response does not meet the criteria required to earn 1 point. The response indicates inadequate or no understanding of the task and/or the idea or concept needed to answer the item. It may only repeat information given in the test item. The response may provide an incorrect solution/response and the provided supportive information may be totally irrelevant to the item, or possibly, no other information is shown. The student may have written on a different topic or written, “I don’t know.”</td>
</tr>
</tbody>
</table>
Grade 6
Social Studies
Spring 2017 Item Release

Question 15

Sample Responses
Sample Response: 2 points

Look at the map of northern Africa.

Identify the latitude and the longitude of Tunis. Be sure to label which coordinate is latitude and which coordinate is longitude. Type your answer in the space provided.

The latitude coordinate of Tunis is 37 degrees North and the Longitude coordinate of Tunis is 11 degrees East

Notes on Scoring

This response earns full credit (2 points) because it correctly identifies the coordinates of Tunis, including the latitude and longitude, and has the correct direction notation.
Sample Response: 2 points

Look at the map of northern Africa.

Identify the latitude and the longitude of Tunis. Be sure to label which coordinate is latitude and which coordinate is longitude. Type your answer in the space provided.

Tunis - (latitude 38 degrees north) (longitude 11 degrees east longitude)

Notes on Scoring

This response earns full credit (2 points) because it correctly identifies the coordinates of Tunis, including the latitude and longitude, and has the correct direction notation.
Sample Response: 2 points

Identify the latitude and the longitude of Tunis. Be sure to label which coordinate is latitude and which coordinate is longitude. Type your answer in the space provided.

The latitude and longitude of Tunis is (37N, 10E).

Notes on Scoring

This response earns full credit (2 points) because it correctly identifies the coordinates of Tunis, including the latitude and longitude, and has the correct direction notation.
Sample Response: 1 point

The latitude and longitude of Tunis is 37 north, 11 west.

Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies one of the coordinates of Tunis ("the latitude ... of Tunis is 37 north"), but it incorrectly identifies the longitude ("11 west").
Sample Response: 1 point

Look at the map of northern Africa.

Identify the latitude and the longitude of Tunis. Be sure to label which coordinate is latitude and which coordinate is longitude.

Type your answer in the space provided.

37 latitude and 11 longitude of Tunis

Notes on Scoring

This response earns partial credit (1 point) because it identifies both coordinates correctly but is missing the direction notation.
Sample Response: 1 point

Look at the map of northern Africa.

Identify the latitude and the longitude of Tunis. Be sure to label which coordinate is latitude and which coordinate is longitude. Type your answer in the space provided.

Tunis is 11 degrees East and 37 degrees North on the map.

Notes on Scoring

This response earns partial credit (1 point) because it identifies both coordinates correctly but is missing the identification of latitude and longitude.
Sample Response: 1 point

Look at the map of northern Africa.

Identify the latitude and the longitude of Tunis. Be sure to label which coordinate is latitude and which coordinate is longitude.

Type your answer in the space provided.

latitude - 10 degrees East
longitude - 37 degrees North

Notes on Scoring

This response earns partial credit (1 point) because it identifies the coordinates and direction notation correctly, but it incorrectly identifies latitude and longitude.
Sample Response: 0 points

Notes on Scoring

This response earns no credit (0 points) because it indicates inadequate understanding of the concept needed to answer the item. The response has one coordinate out of the acceptable range and has no identification of direction notation.
Sample Response: 0 points

Look at the map of northern Africa.

Identify the latitude and the longitude of Tunis. Be sure to label which coordinate is latitude and which coordinate is longitude. Type your answer in the space provided.

The latitude of Tunis would be 10 degrees east and 34 degrees north.

Notes on Scoring

This response earns no credit (0 points) because it indicates inadequate understanding of the concept needed to answer the item. The response has one coordinate out of the acceptable range and an incorrect and missing identification for latitude and longitude.
Sample Response: 0 points

Identify the latitude and the longitude of Tunis. Be sure to label which coordinate is latitude and which coordinate is longitude. Type your answer in the space provided.

The latitude of Tunis is around 33 degrees North. The longitude of Tunis is around 9 degrees East.

Notes on Scoring

This response earns no credit (0 points) because it indicates inadequate understanding of the concept needed to answer the item. The response has both coordinates out of the acceptable range.
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Social Studies
Spring 2017 Item Release

Question 16

Question and Scoring Guidelines
Question 16

Fill in the blanks to complete the description of the development of early civilizations.

Move the words and phrases into the blank boxes in the description.

The Development of Early Civilizations

Many early civilizations developed in river valleys. Repeated floods in these river valleys allowed for the development of [ ] With this development some people began to be able to take on [ ] This contributed to the growth of civilizations. As civilizations began to grow, developed. At the same time, [ ] were created in order to address issues such as control of irrigation and trade. Finally, [ ] were developed in order to keep track of commerce, agriculture, and government affairs. [ ] were also developed in order to explain the natural world.

- agriculture
- commerce and trade
- governments
- religions
- specialized jobs
- writing systems

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

For this item, a full-credit response includes:

- "Agriculture" at "First blank box";
  AND
- "Specialized jobs" at "Second blank box";
  AND
- "Commerce and trade" at "Third blank box";
  AND
- "Governments" at "Fourth blank box";
  AND
- "Writing systems" at "Fifth blank box";
  AND
- "Religions" at "Last blank box" (2 points).

For this item, a partial credit response includes:

- Three labels in the correct location (1 point).
Grade 6
Social Studies
Spring 2017 Item Release

Question 16

Sample Responses
Sample Response: 2 points

Fill in the blanks to complete the description of the development of early civilizations.

Move the words and phrases into the blank boxes in the description.

The Development of Early Civilizations

Many early civilizations developed in river valleys. Repeated floods in these river valleys allowed for the development of agriculture. With this development some people began to be able to take on specialized jobs. This contributed to the growth of civilizations.

As civilizations began to grow, commerce and trade developed. At the same time, governments were created in order to address issues such as control of irrigation and trade. Finally, writing systems were developed in order to keep track of commerce, agriculture, and government affairs. Religions were also developed in order to explain the natural world.

Notes on Scoring

This response earns full credit (2 points) because it correctly completes the description of the development of early civilizations.
Sample Response: 1 point

Fill in the blanks to complete the description of the development of early civilizations.

Move the words and phrases into the blank boxes in the description.

Notes on Scoring

This response earns partial credit (1 point) because it correctly uses four of the terms (“agriculture”, “commerce and trade”, “governments” and “writing systems”) to describe the development of early civilizations.
Sample Response: 1 point

Notes on Scoring

This response earns partial credit (1 point) because it correctly uses three of the terms ("specialized jobs", "commerce and trade" and "religions") to describe the development of early civilizations.
Sample Response: 0 points

Fill in the blanks to complete the description of the development of early civilizations.

Move the words and phrases into the blank boxes in the description.

The Development of Early Civilizations

Many early civilizations developed in river valleys. Repeated floods in these river valleys allowed for the development of [ ] governments. With this development some people began to be able to take on [ ] commerce and trade.

This contributed to the growth of civilizations.

As civilizations began to grow, [ ] specialized jobs developed. At the same time, [ ] writing systems were created in order to address issues such as control of irrigation and trade. Finally, [ ] religions were developed in order to keep track of commerce, agriculture, and government affairs. [ ] agriculture were also developed in order to explain the natural world.

Notes on Scoring

This response earns no credit (0 points) because none of the terms are used correctly to complete the description of the development of early civilizations.
Sample Response: 0 points

Fill in the blanks to complete the description of the development of early civilizations.

Move the words and phrases into the blank boxes in the description.

Notes on Scoring

This response earns no credit (0 points) because only one of the terms ("agriculture") is used correctly to complete the description of the development of early civilizations.
Grade 6
Social Studies
Spring 2017 Item Release

Question 17

Question and Scoring Guidelines
Question 17

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 trying to figure out whether Baghdad is north or south of Mosul in Iraq</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Carter 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 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 2017 Item Release

Question 17

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></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

<table>
<thead>
<tr>
<th>Different maps display different information for different purposes. Select the boxes to match each situation with the appropriate type of map.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Political Map</strong></td>
</tr>
<tr>
<td>Eric is trying to figure out whether Baghdad is north or south of Mosul in Iraq.</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>
</tr>
<tr>
<td>Angela is trying to figure out the distance between the capital of India and the capital of Pakistan.</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).
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>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).
Question 18

Question and Scoring Guidelines
Question 18

Countries can be classified into population, climate, cultural, and economic regions by considering many characteristics. Select the boxes to match each characteristic with the regional classification that it helps to determine.

<table>
<thead>
<tr>
<th></th>
<th>Population</th>
<th>Climate</th>
<th>Cultural</th>
<th>Economic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Majority religion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agricultural goods</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average yearly rainfall</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of people per square mile</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Points Possible: 2

Content Strand: Geography

Content Standard: Places are distinctive because of their physical characteristics (land forms and bodies of water) and human characteristics (structures built by people). (5)
Scoring Guidelines

For this item, a full-credit response includes:

- “Cultural” selected for “Majority religion”;
  
  AND

- “Economic” selected for “Agricultural goods”;
  
  AND

- “Climate” selected for “Average yearly rainfall”;
  
  AND

- “Population” selected for “Number of people per square mile” (2 points).

For this item, a partial credit response includes:

- At least 2 correct selections (1 point).
Grade 6
Social Studies
Spring 2017 Item Release

Question 18

Sample Responses
Sample Response: 2 points

Countries can be classified into population, climate, cultural, and economic regions by considering many characteristics. Select the boxes to match each characteristic with the regional classification that it helps to determine.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Population</th>
<th>Climate</th>
<th>Cultural</th>
<th>Economic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Majority religion</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Agricultural goods</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Average yearly rainfall</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of people per square mile</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes on Scoring

This response earns full credit (2 points) because it correctly matches each characteristic with the appropriate regional classification.
Sample Response: 1 point

Countries can be classified into population, climate, cultural, and economic regions by considering many characteristics.
Select the boxes to match each characteristic with the regional classification that it helps to determine.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Population</th>
<th>Climate</th>
<th>Cultural</th>
<th>Economic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Majority religion</td>
<td></td>
<td></td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Agricultural goods</td>
<td></td>
<td>✔️</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Average yearly rainfall</td>
<td>✔️</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of people per square mile</td>
<td>✔️</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes on Scoring
This response earns partial credit (1 point) because it correctly matches three of the characteristics with the appropriate regional classification: “Majority religion” with “Cultural”; “Average yearly rainfall” with “Climate”; and “Number of people per square mile” with “Population”.

Sample Response: 1 point

Countries can be classified into population, climate, cultural, and economic regions by considering many characteristics. Select the boxes to match each characteristic with the regional classification that it helps to determine.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Population</th>
<th>Climate</th>
<th>Cultural</th>
<th>Economic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Majority religion</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agricultural goods</td>
<td></td>
<td></td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Average yearly rainfall</td>
<td></td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of people per square mile</td>
<td></td>
<td></td>
<td></td>
<td>✔</td>
</tr>
</tbody>
</table>

Notes on Scoring

This response earns partial credit (1 point) because it correctly matches two of the characteristics with the appropriate regional classification: “Agricultural goods” with “Economic” and “Average yearly rainfall” with “Climate”.

Sample Response: 0 points

Countries can be classified into population, climate, cultural, and economic regions by considering many characteristics. Select the boxes to match each characteristic with the regional classification that it helps to determine.

<table>
<thead>
<tr>
<th></th>
<th>Population</th>
<th>Climate</th>
<th>Cultural</th>
<th>Economic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Majority religion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agricultural goods</td>
<td></td>
<td></td>
<td></td>
<td>✔️</td>
</tr>
<tr>
<td>Average yearly rainfall</td>
<td></td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of people per square mile</td>
<td></td>
<td></td>
<td>✔️</td>
<td></td>
</tr>
</tbody>
</table>

Notes on Scoring

This response earns no credit (0 points) because it correctly matches only one characteristic to a regional classification: “Average yearly rainfall” with “Climate”.
Sample Response: 0 points

Countries can be classified into population, climate, cultural, and economic regions by considering many characteristics. Select the boxes to match each characteristic with the regional classification that it helps to determine.

<table>
<thead>
<tr>
<th></th>
<th>Population</th>
<th>Climate</th>
<th>Cultural</th>
<th>Economic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Majority religion</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agricultural goods</td>
<td></td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average yearly rainfall</td>
<td></td>
<td></td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Number of people per square mile</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes on Scoring

This response earns no credit (0 points) because it correctly matches only one characteristic to a regional classification: “Number of people per square mile” with “Population”.