

Test Specifications: Grade 4 Social Studies

Introduction

The Grade 4 Social Studies Test Specifications provide an overview of the structure and content of the test. This overview includes a description of the test design as well as information on the types of items that will appear on the test. A test blueprint is included that identifies the range and distribution of items and points, grouped into various categories. The specifications also provide specific guidelines for the development of all items used for the Grade 4 Social Studies test. This document is intended to be a resource not only for item writers and test designers, but for Ohio educators and other stakeholders who are interested in a deeper understanding of the test.

General Description of the Grade 4 Social Studies Test

In 2010 Ohio adopted new rigorous academic content standards for Grade 4 Social Studies. A model curriculum based on these new standards was adopted in 2011.

An achievement assessment that aligns to the new standards and model curriculum is mandated by Ohio Revised Code 3301.079. The assessment will be administered as a two-part test, in a computer-delivered format, to measure progress toward the standards and to provide information to teachers and administrators.

Test Design

The structure of the Grade 4 Social Studies Test will consist of two parts that will be given near the end of the year. There are two parts in order to provide flexibility in test administration for school districts. Both parts of the test are fixed forms that are administered in an online format. In addition to technology-enhanced items, the test will also contain constructed-response items that require the student to type a response into the computer interface. After the student has completed both parts of the test, his or her scores will be combined to yield a comprehensive view of the student's progress. Test results are reported back to schools by June 30th.

Test Blueprint

The following test blueprint displays the distribution of the content standards across the two parts of the test and categories for reporting test results.

Grade 4			
Reporting Categories	Content Statements	Reporting Category Point Range	Total Test Point Range
History		20-22	63-65
Historical Thinking and Skills	1, 2		
Heritage	3, 4, 5, 6, 7, 8		
Economics and Geography		20-22	
Spatial Thinking and Skills	9		
Places and Regions	10, 11		
Human Systems	12, 13, 14		
Economic Decision Making and Skills	22		
Production and Consumption	23		
Financial Literacy	24		
Government		21-23	
Civic Participation and Skills	15, 16, 17		
Rules and Laws	18, 19		
Roles of Systems of Government	20, 21		

Description of Stimulus and Item Types

Stimulus types associated with discrete items or tasks may include:

- Document excerpts and other texts
- Photographs and illustrations
- Graphs
- Charts
- Data tables
- Maps
- Timelines

An **Evidence-Based Set** is a group of several questions associated to one or more common stimuli. Evidence-based sets allow students to work with primary source materials to show deep understanding of social studies topics. The questions in these sets will assess a range of skills and content in the content statements.

Item Types

Item types are divided into four categories: multiple-choice, enhanced selected-response, machine-scored constructed response and human-scored.

A **multiple-choice** item consists of the following:

- a brief statement that orients the students to the context of the question (optional).
- a stimulus on which the question is based (optional).
- a question.
- a set of answer choices (most often four) that allows the student to select one option in response to the question.
- a multiple-choice item may be used in an evidence-based set.

An **enhanced selected-response** item consists of the following:

- a brief statement that orients the students to the context of the question (optional).
- a stimulus on which the question is based (optional).
- a question or prompt.
- a set of answer choices that allow the students to select multiple options in response to one question, matching options together to classify information, selecting evidence supporting an initial answer choice, or a very structured graphic-response interface.
- Enhanced selected-response items allow students to demonstrate deeper understanding than multiple-choice items by having multiple parts or multiple correct answers.
- an enhanced selected-response item may be used in an evidence-based set.

A **machine-scored constructed-response** item consists of the following:

- a brief statement that orients the students to the context of the question (optional).
- a stimulus on which the question is based (optional).
- a prompt.
- a graphic-response or text/numeric entry.
 - A graphic-response interface allows the students to manipulate objects to create a response to the question. The graphic-response interface may be a map, a chart or graph, a picture, or a diagram on which the students must draw or position objects correctly.
- Machine-scored constructed-response items offer the students a great degree of freedom to create their own response. These items allow students to demonstrate deeper understanding than multiple-choice or enhanced selected-response items by requiring students to construct their own response instead of selecting their answer

from a given set of choices. These items are scored based on an item-specific rubric.

- a machine-scored constructed-response item may be used in an evidence-based set.

A **human-scored constructed-response** item consists of the following:

- a brief statement that orients the students to the context of the questions (optional).
- one or more stimuli to which the questions refer (optional).
- a question or set of questions that require a detailed written response or responses. The responses are scored by trained scorers according to a rubric or set of rubrics that address multiple dimensions in the students' work.
- a human-scored constructed-response item may be used in an evidence-based set.

**ITEM SPECIFICATIONS: GRADE 4 SOCIAL STUDIES
ORGANIZED BY STRAND & TOPIC
Grade 4**

Grade: 4

Strand: History 4.HI

Topic: Historical Thinking and Skills 4.HI.A

Historical thinking begins with a clear sense of time—past, present and future—and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing, and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.

Content Statement 4.HI.A.1:

4.HI.A.1 The order of significant events in Ohio and the United States can be shown on a time line.

Expectations for Learning:

i. Construct a time line of significant events in Ohio and the United States to demonstrate an understanding of units of time and chronological order.

Content Limits: The content to be assessed is defined by the information contained in the Content Statements from the Ohio Learning Standards: K-12 Social Studies and by the Expectations for Learning contained in the Model Curriculum for Grade 4 Social Studies (see above).

In addition, the information contained in the Content Elaborations and of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statements and the Expectations for Learning.

Additional Content Limits:

Horizontal and vertical time lines may be assessed.

Items should only require students to differentiate time span using years, decades and centuries.

“Interval” dates is the correct term to be used.

Students must not be asked to identify or locate specific events or their date of occurrence on a time line.

All historical events must have their dates included in items.

Response Attributes:

General Students may be asked to utilize prior content knowledge to: apply, locate, order, organize, arrange, construct, create, or list information.

Machine-Scored:

Multiple-Choice Multiple-choice items may include such distractors as inaccurate titles, inaccurate examples and inappropriate sequence.

Short-Answer

Responses may include, but are not limited to:

- Arranging the information from a time line in order.
- Listing events in historical order.
- Writing the title for a given time line.

Graphic-Response

Responses may include, but are not limited to:

- Arranging historical events on a time line.
- Constructing a time line based on given information.

Human-scored:

Constructed-Response

Responses may include, but are not limited to:

- Given stimulus materials, creating a time line.

ITEM SPECIFICATIONS: GRADE 4 SOCIAL STUDIES ORGANIZED BY STRAND & TOPIC

Grade: 4

Strand: History 4.HI

Topic: Historical Thinking and Skills 4.HI.A

Historical thinking begins with a clear sense of time—past, present and future—and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing, and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.

Content Statement 4.HI.A.2:

4.HI.A.2 Primary and secondary sources can be used to create historical narratives.

Expectations for Learning:

i. Research, organize, and evaluate information from primary and secondary sources to create an historical narrative.

Content Limits: The content to be assessed is defined by the information contained in the Content Statements from the Ohio Learning Standards: K-12 Social Studies and by the Expectations for Learning contained in the Model Curriculum for Grade 4 Social Studies (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statements and the Expectations for Learning.

Additional Content Limits:

Students will not be explicitly required to identify supporting details, distinguish between fact and opinion or speculate about cause and effect relationships.

Response Attributes:

General Students may be asked to utilize prior content knowledge to: apply, locate, order, organize, arrange, construct, create, or list information.

Machine-Scored:

Multiple-Choice Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, and inappropriate relationships.

Short-Answer Responses may include, but are not limited to:

- Categorizing a source as primary or secondary.
- Identifying different types of primary (or secondary) sources.
- Justifying why a source is a primary source/first-Human account.
- Identifying an appropriate narrative based on two sources.

Graphic-Response Responses may include, but are not limited to:

- Arranging historical events in order based on information from primary and secondary sources.
- Organizing information from historical sources using grade-appropriate graphic organizers, such as Venn diagrams and webs.

Human-scored:

Constructed-Response Responses may include, but are not limited to:

- Explaining why a piece of provided source material is a primary or secondary resource.
- Explaining why a provided piece of source material would be appropriate for use in a given research scenario (e.g., “Is it tied to the topic in the given research scenario?”).
- Creating a narrative based on two or more primary and/or secondary sources.

ITEM SPECIFICATIONS: GRADE 4 SOCIAL STUDIES ORGANIZED BY STRAND & TOPIC

Grade: 4

Strand: History 4.HI

Topic: Heritage 4.HI.B

Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.

Content Statement 4.HI.B.3:

4.HI.B.3 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.

Expectations for Learning:

i. Explain how interactions among prehistoric peoples and between historic American Indians and European settlers resulted in both cooperation and conflict.

Content Limits: The content to be assessed is defined by the information contained in the Content Statements from the Ohio Learning Standards: K-12 Social Studies and by the Expectations for Learning contained in the Model Curriculum for Grade 4 Social Studies (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statements and the Expectations for Learning.

Additional Content Limits:

Do not assess the link between Old World Conflicts and Ohio conflicts.

Response Attributes:

General Students may be asked to utilize prior content knowledge to: apply, locate, order, organize, arrange, construct, create, or list information.

Machine-Scored:

Multiple-Choice Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, and inappropriate relationships.

Short-Answer Responses may include, but are not limited to:

- Listing two ways that American Indians, migrating settlers and immigrants worked together in Ohio.
- Using a text that describes a resource (e.g., crops, land) that is needed by two historic groups, explaining the resulting conflict.

Graphic-Response Responses may include, but are not limited to:

- Identifying sources of conflict among the various historic groups that have lived in Ohio.
- Sorting interactions between “Conflict” and “Cooperation.”
- Providing examples of how historic cooperation can solve a problem experienced by one or more groups.

Human-scored:

Constructed-Response Responses may include, but are not limited to:

- Providing up to two reasons why the arrival of European settlers in Ohio led to conflict with American Indians.
- Providing up to two reasons for conflict between historic peoples in Ohio.
- Presenting a historical scenario when there was a lack of resource(s). Students explain how one of the historical groups used cooperation or conflict to resolve the issue.

ITEM SPECIFICATIONS: GRADE 4 SOCIAL STUDIES

ORGANIZED BY STRAND & TOPIC

Grade: 4

Strand: History 4.HI

Topic: Heritage 4.HI.B

Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.

Content Statement 4.HI.B.4:

4.HI.B.4 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.

Expectations for Learning:

i. Explain why the American colonists united to fight for independence from Great Britain and to form a new nation.

Content Limits: The content to be assessed is defined by the information contained in the Content Statements from the Ohio Learning Standards: K-12 Social Studies and by the Expectations for Learning contained in the Model Curriculum for Grade 4 Social Studies (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statements and the Expectations for Learning.

Additional Content Limits:

Students should not be asked to identify specific items which were taxed.

Response Attributes:

General Students may be asked to utilize prior content knowledge to: apply, locate, order, organize, arrange, construct, create, or list information.

Machine-Scored:

Multiple-Choice Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, and inappropriate relationships.

Short-Answer Responses may include, but are not limited to:

- Listing reasons that the American colonists were dissatisfied with British rule.
- Explaining the result of increasing taxes without representation.
- Identifying the concept of taxation without representation from the Declaration of Independence.

Graphic-Response Responses may include, but are not limited to:

- Given a list of causes and effects, students will identify the cause and effect associated with a resolution (e.g., “Colonists fought in French and Indian War” → “Frustrated with inability to settle lands won”).
- Selecting reasons that the colonists found a common cause to start the American Revolution.

Human-scored:

Constructed-Response Responses may include, but are not limited to:

- Describing one reason American colonists decided to end British rule.
- Explaining two reasons why American colonists believed British rule in the American colonies was unjust.

ITEM SPECIFICATIONS: GRADE 4 SOCIAL STUDIES ORGANIZED BY STRAND & TOPIC

Grade: 4

Strand: History 4.HI

Topic: Heritage 4.HI.B

Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.

Content Statement 4.HI.B.5:

4.HI.B.5 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.

Expectations for Learning:

- i. Explain how Ohio progressed from territory to statehood, including the terms of the Northwest Ordinance.
- ii. Explain how the Northwest Ordinance influenced the incorporation of democratic ideals in the states formed from the Northwest Territory.

Content Limits: The content to be assessed is defined by the information contained in the Content Statements from the Ohio Learning Standards: K-12 Social Studies and by the Expectations for Learning contained in the Model Curriculum for Grade 4 Social Studies (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statements and the Expectations for Learning.

Response Attributes:

General Students may be asked to utilize prior content knowledge to: apply, locate, order, organize, arrange, construct, create, or list information.

Machine-Scored:

Multiple-Choice Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, and inappropriate relationships.

Short-Answer Responses may include, but are not limited to:

- Identifying democratic ideals specified in the Northwest Ordinance.
- Giving students two of the steps needed to become a state and asking them to provide the third step.

Graphic-Response Responses may include, but are not limited to:

- Ordering the steps necessary for gaining statehood under the Northwest Ordinance.
- Categorizing the terms of the Northwest Ordinance according to whether they are rights granted or conditions of statehood.

Human-scored:

Constructed-Response Responses may include, but are not limited to:

- Describing one democratic ideal expressed in the Northwest Ordinance.
- Explaining how Ohio progressed from territory to statehood based on the terms of the Northwest Ordinance.

ITEM SPECIFICATIONS: GRADE 4 SOCIAL STUDIES ORGANIZED BY STRAND & TOPIC

Grade: 4

Strand: History 4.HI

Topic: Heritage 4.HI.B

Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.

Content Statement 4.HI.B.6:

4.HI.B.6 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.

Expectations for Learning:

- i. Explain how the inability to resolve standing issues with Great Britain and ongoing conflicts with American Indians led to the War of 1812.
- ii. Explain the significance of the Battle of Lake Erie to American success in the War of 1812.

Content Limits: The content to be assessed is defined by the information contained in the Content Statements from the Ohio Learning Standards: K-12 Social Studies and by the Expectations for Learning contained in the Model Curriculum for Grade 4 Social Studies (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statements and the Expectations for Learning.

Additional Content Limits:

Students must not be asked to identify specific people or events listed in the Content Elaborations (e.g., Blue Jacket); however, they may be asked about the motivations, relationships and results of the people and/or events.

Response Attributes:

General Students may be asked to utilize prior content knowledge to: apply, locate, order, organize, arrange, construct, create, or list information.

Machine-Scored:

Multiple-Choice Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, and inappropriate relationships.

Short-Answer Responses may include, but are not limited to:

- Describing the results of the Battle of Lake Erie.
- Explaining the significance of the American victory in the Battle of Lake Erie.
- Describing one effect of the Treaty of Greenville.

Graphic-Response Responses may include, but are not limited to:

Human-scored

ITEM SPECIFICATIONS: GRADE 4 SOCIAL STUDIES ORGANIZED BY STRAND & TOPIC

Grade: 4

Strand: History 4.HI

Topic: Heritage 4.HI.B

Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.

Content Statement 4.HI.B.7:

4.HI.B.7 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.

Expectations for Learning:

- i. Describe the sectional issues that divided the United States after the War of 1812.
- ii. Explain the role Ohio played with the anti-slavery movement and the Underground Railroad.

Content Limits: The content to be assessed is defined by the information contained in the Content Statements from the Ohio Learning Standards: K-12 Social Studies and by the Expectations for Learning contained in the Model Curriculum for Grade 4 Social Studies (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statements and the Expectations for Learning.

Additional Content Limits:

Do not assess “Trunk Line” as a term or concept in items.

Response Attributes:

General Students may be asked to utilize prior content knowledge to: apply, locate, order, organize, arrange, construct, create, or list information.

Machine-Scored:

Multiple-Choice Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, and inappropriate relationships.

Short-Answer Responses may include, but are not limited to:

- Explaining why the Northwest Ordinance allowed Ohio to be admitted to the Union as a free state.
- Describing one way Ohio was important to the anti-slavery movement.
- Describing the purpose of the Underground Railroad.
- Describing why slaves were not safe in Ohio in the 1850s.

Graphic-Response Graphic-response items will not be used to evaluate this Content Statement.

Human-scored:

ITEM SPECIFICATIONS: GRADE 4 SOCIAL STUDIES ORGANIZED BY STRAND & TOPIC

Grade: 4

Strand: History 4.HI

Topic: Heritage 4.HI.B

Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.

Content Statement 4.HI.B.8:

4.HI.B.8 Many technological innovations that originated in Ohio benefitted the United States.

Expectations for Learning:

- i. Identify important inventions in communication, technology and transportation that began in Ohio.
- ii. Explain how technological innovations that originated in Ohio benefitted the United States.

Content Limits: The content to be assessed is defined by the information contained in the Content Statements from the Ohio Learning Standards: K-12 Social Studies and by the Expectations for Learning contained in the Model Curriculum for Grade 4 Social Studies (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statements and the Expectations for Learning.

Response Attributes:

General Students may be asked to utilize prior content knowledge to: apply, locate, order, organize, arrange, construct, create, or list information.

Machine-Scored:

Multiple-Choice Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, and inappropriate relationships.

Short-Answer Responses may include, but are not limited to:

- Identifying at least two important inventions in communications, technology or transportation that began in Ohio.

Graphic-Response Responses may include, but are not limited to:

- Completing a diagram showing how Ohio inventions benefitted the United States in the growth of technology, transportation or communications (e.g., traffic signals = safe roads).

Human-scored:

ITEM SPECIFICATIONS: GRADE 4 SOCIAL STUDIES ORGANIZED BY STRAND & TOPIC

Grade: 4

Strand: Geography 4.GE

Topic: Spatial Thinking and Skills 4.GE.A

Spatial thinking examines the relationships among people, places and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored, and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret, and create maps and other geographic representations as tools of analysis.

Content Statement 4.GE.A.9:

4.GE.A.9 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.

Expectations for Learning:

i. Use a map scale and cardinal and intermediate directions to describe the relative location of physical and human characteristics of Ohio and the United States.

Content Limits: The content to be assessed is defined by the information contained in the Content Statements from the Ohio Learning Standards: K-12 Social Studies and by the Expectations for Learning contained in the Model Curriculum for Grade 4 Social Studies (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statements and the Expectations for Learning.

Additional Content Limits:

The “physical and human characteristics of Ohio” will be included on maps and do not need to be memorized by students.

Rulers must only have whole and half units of measurement.

Response Attributes:

General Students may be asked to utilize prior content knowledge to: apply, locate, order, organize, arrange, construct, create, or list information.

Machine-Scored:

Multiple-Choice Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, and inappropriate relationships.

Short-Answer Responses may include, but are not limited to:

- Using a map and cardinal and intermediate directions to describe the relative positions of cities in Ohio.
- Using a map and cardinal and intermediate directions to describe the relative positions of the state of Ohio and a neighboring state.

Graphic-Response Responses may include, but are not limited to:

- Using a scale to determine the distance between two points on a map.
- Using given cardinal directions and scale to identify a location on a map (primarily use graphics).
- Using a scale or a scale strip as a tool to measure the space between two locations and identifying the actual distance.

Human-scored:

Constructed-Response Responses may include, but are not limited to:

- Based on a map that includes geographic features such as the Appalachian Plateau, students will describe the

relative locations in Ohio of other geographic features using the map.

- Using a map scale, describing how many miles someone would have to travel on a trip from Cincinnati to Cleveland, and then from Cleveland to Toledo.

ITEM SPECIFICATIONS: GRADE 4 SOCIAL STUDIES ORGANIZED BY STRAND & TOPIC

Grade: 4

Strand: Geography 4.GE

Topic: Places and Regions 4.GE.B

A place is a location having distinctive characteristics, which give it meaning and character and distinguish it from other locations. A region is an area with one or more common characteristics, which give it a measure of homogeneity and make it different from surrounding areas. Regions and places are human constructs.

Content Statement 4.GE.B.10:

4.GE.B.10 The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio.

Expectations for Learning:

i. Explain how Ohio's agriculture, industry and natural resources continue to both influence and be influenced by the economic development of the United States.

Content Limits: The content to be assessed is defined by the information contained in the Content Statements from the Ohio Learning Standards: K-12 Social Studies and by the Expectations for Learning contained in the Model Curriculum for Grade 4 Social Studies (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statements and the Expectations for Learning.

Response Attributes:

General Students may be asked to utilize prior content knowledge to: apply, locate, order, organize, arrange, construct, create, or list information.

Machine-Scored:

Multiple-Choice Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, and inappropriate relationships.

Short-Answer Responses may include, but are not limited to:

- Describing how Ohio's corn production has become an important source of energy for transportation in recent years.
- Identifying industries from a list in both Ohio and the United States that are affected by global competition.

Graphic-Response Responses may include, but are not limited to:

- Connecting an industry with the Ohio natural resources that are used in that industry.
- Given a map of Ohio, locating where industries could be located (e.g., fisheries). Using a T-chart of two industries, and sorting Ohio natural resources (well-known) into those categories.

Human-scored:

Constructed-Response Responses may include, but are not limited to:

- Identifying at least two industries that were powered by Ohio coal, and explaining how those industries contributed to the growth of the U.S. economy in the 19th and 20th centuries.

ITEM SPECIFICATIONS: GRADE 4 SOCIAL STUDIES ORGANIZED BY STRAND & TOPIC

Grade: 4

Strand: Geography 4.GE

Topic: Places and Regions 4.GE.B

A place is a location having distinctive characteristics, which give it meaning and character and distinguish it from other locations. A region is an area with one or more common characteristics, which give it a measure of homogeneity and make it different from surrounding areas. Regions and places are human constructs.

Content Statement 4.GE.B.11:

4.GE.B.11 The regions which became known as the North, South and West of the United States developed in the early 1800s largely based on their physical environments and economies.

Expectations for Learning:

i. Describe the physical and economic characteristics of the northern, southern and western regions of the United States in the early 1800s.

Content Limits: The content to be assessed is defined by the information contained in the Content Statements from the Ohio Learning Standards: K-12 Social Studies and by the Expectations for Learning contained in the Model Curriculum for Grade 4 Social Studies (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statements and the Expectations for Learning.

Additional Content Limits:

Region names must be used instead of state names in items.

For items relating to the early 1800s, the West is understood to be the Northwest Territory, and the Mason-Dixon Line is the North/South dividing line.

Response Attributes:

General Students may be asked to utilize prior content knowledge to: apply, locate, order, organize, arrange, construct, create, or list information.

Machine-Scored:

Multiple-Choice Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, and inappropriate relationships.

Short-Answer Responses may include, but are not limited to:

- Describing the physical and/or economic characteristics of the northern, southern and/or western regions of the United States in the early 1800s.

Graphic-Response Responses may include, but are not limited to:

- Identifying a region of the United States given its physical environment and/or economic characteristics.
- Indicating which physical or economic characteristics made up the North, South and West regions of the United States in the early 1800s.
- Comparing regions based on economic characteristics using a graphic organizer.

Human-scored:

ITEM SPECIFICATIONS: GRADE 4 SOCIAL STUDIES ORGANIZED BY STRAND & TOPIC

Grade: 4

Strand: Geography 4.GE

Topic: Human Systems 4.GE.C

Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.

Content Statement 4.GE.C.12:

4.GE.C.12 People have modified the environment since prehistoric times. There are both positive and negative consequences to modifying the environment in Ohio and in the United States.

Expectations for Learning:

i. Describe ways humans have modified the environment and explain the positive and negative consequences resulting from those modifications.

Content Limits: The content to be assessed is defined by the information contained in the Content Statements from the Ohio Learning Standards: K-12 Social Studies and by the Expectations for Learning contained in the Model Curriculum for Grade 4 Social Studies (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statements and the Expectations for Learning.

Response Attributes:

General Students may be asked to utilize prior content knowledge to: apply, locate, order, organize, arrange, construct, create, or list information.

Machine-Scored:

Multiple-Choice Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, and inappropriate relationships.

Short-Answer Responses may include, but are not limited to:

- Describing two positive and/or negative consequences of the use of fertilizers, herbicides and/or pesticides.
- Describing two positive and/or negative consequences of the clearing of wilderness for farms.
- Describing two positive and/or negative consequences of the conversion of wetlands to other uses, such as construction of houses, highways or farms.

Graphic-Response Responses may include, but are not limited to:

- Using graphic displays, positioning modifications to the environment on a map and linking the positive or negative environmental consequences of those modifications.

Human-scored:

Constructed-Response Responses may include but are not limited to:

- Identifying one way that humans modify the environment for their benefit. Then, explaining the negative and positive consequences of that modification.
- Explaining why cutting forests for lumber may have positive consequences for people and the economy, while at the same time may have negative consequences for the environment.

ITEM SPECIFICATIONS: GRADE 4 SOCIAL STUDIES ORGANIZED BY STRAND & TOPIC

Grade: 4

Strand: Geography 4.GE

Topic: Human Systems 4.GE.C

Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.

Content Statement 4.GE.C13:

4.GE.C.13 The population of the United States has changed over time, becoming more diverse (e.g., in racial, ethnic, linguistic, and religious characteristics). Ohio's population has become increasingly reflective of the cultural diversity of the United States.

Expectations for Learning:

i. Explain how Ohio's population is increasingly reflective of the cultural diversity of the United States.

Content Limits: The content to be assessed is defined by the information contained in the Content Statements from the Ohio Learning Standards: K-12 Social Studies and by the Expectations for Learning contained in the Model Curriculum for Grade 4 Social Studies (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statements and the Expectations for Learning.

Response Attributes:

General Students may be asked to utilize prior content knowledge to: apply, locate, order, organize, arrange, construct, create, or list information.

Machine-Scored:

Multiple-Choice Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, and inappropriate relationships.

Short-Answer Responses may include, but are not limited to:

- Describing how the cultural diversity of Ohio has changed over time.

Graphic-Response Responses may include, but are not limited to:

- Drawing conclusions about Ohio's increasing cultural diversity by comparison of various graphic sources, including maps, graphs, or other geographic information system outputs.
- Given a pictograph of population data, students describe what changes are reflected in that data.
- Describing a change in the diversity of the United States that is reflected in Ohio's population. (Consider the use of a time line.)

Human-scored

ITEM SPECIFICATIONS: GRADE 4 SOCIAL STUDIES ORGANIZED BY STRAND & TOPIC

Grade: 4

Strand: Geography 4.GE

Topic: Human Systems 4.GE.C

Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.

Content Statement 4.GE.C.14:

4.GE.C.14 Ohio's location in the United States and its transportation systems continue to influence the movement of people, products and ideas.

Expectations for Learning:

i. Explain how Ohio's location and its transportation systems have influenced the movement of people, products and ideas.

Content Limits: The content to be assessed is defined by the information contained in the Content Statements from the Ohio Learning Standards: K-12 Social Studies and by the Expectations for Learning contained in the Model Curriculum for Grade 4 Social Studies (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statements and the Expectations for Learning.

Response Attributes:

General Students may be asked to utilize prior content knowledge to: apply, locate, order, organize, arrange, construct, create, or list information.

Machine-Scored:

Multiple-Choice Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, and inappropriate relationships.

Short-Answer Responses may include, but are not limited to:

- Identifying two major water routes (may reference Mississippi River, Lake Erie, St. Lawrence Seaway/River) in or near Ohio that are important for national transportation.
- Describing why canals were replaced by railroads/highways.
- Describing why railroads/highways are important today to move goods in Ohio, and why canals are not as important as they were.

Graphic-Response Responses may include, but are not limited to:

- Completing a map showing how Ohio played a role in the transportation of goods using canals.
- Completing a map showing how Ohio played a role in the transportation of goods using railroads.
- Given a map with Lake Erie, St. Lawrence Seaway, Ohio River, and Mississippi River, students select the best way to get products to a location.
- Placing an industry on the map that will allow for easy transportation of goods.

Human-scored

ITEM SPECIFICATIONS: GRADE 4 SOCIAL STUDIES ORGANIZED BY STRAND & TOPIC

Grade: 4

Strand: Government 4.GO

Topic: Civic Participation and Skills 4.GO.A

Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.

Content Statement 4.GO.A.15:

4.GO.A.15 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.

Expectations for Learning:

- i. Describe the ways citizens participate in and influence their state and national government.
- ii. Explain the rights and responsibilities of citizens in a democratic government.

Content Limits: The content to be assessed is defined by the information contained in the Content Statements from the Ohio Learning Standards: K-12 Social Studies and by the Expectations for Learning contained in the Model Curriculum for Grade 4 Social Studies (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statements and the Expectations for Learning.

Additional Content Limits:

Student understanding of local government should not be assessed here.

Response Attributes:

General Students may be asked to utilize prior content knowledge to: apply, locate, order, organize, arrange, construct, create, or list information.

Machine-Scored:

Multiple-Choice Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, and inappropriate relationships.

Short-Answer Responses may include, but are not limited to:

- Describing one way citizens may participate in their state government.
- Identifying one right of citizenship.
- Identifying one responsibility of citizenship.

Graphic-Response Responses may include, but are not limited to:

- Classifying statements as either rights or responsibilities of citizenship.
- Sorting rights and responsibilities into a T-chart.

Human-scored:

Constructed-Response

Responses may include but are not limited to:

- Describing one way that an individual citizen can influence state or national government. Then, explaining how the chosen method influences government.
- Giving two examples of the rights of citizens in a democratic government and two examples of the responsibilities of citizens.

ITEM SPECIFICATIONS: GRADE 4 SOCIAL STUDIES ORGANIZED BY STRAND & TOPIC

Grade: 4

Strand: Government 4.GO

Topic: Civic Participation and Skills 4.GO.A

Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.

Content Statement 4.GO.A.16:

4.GO.A.16 Civic participation requires individuals to make informed and reasoned decisions by accessing and using information effectively.

Expectations for Learning:

i. Use information effectively to make an informed decision.

Content Limits: The content to be assessed is defined by the information contained in the Content Statements from the Ohio Learning Standards: K-12 Social Studies and by the Expectations for Learning contained in the Model Curriculum for Grade 4 Social Studies (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statements and the Expectations for Learning.

Response Attributes:

General Students may be asked to utilize prior content knowledge to: apply, locate, order, organize, arrange, construct, create, or list information.

Machine-Scored:

Multiple-Choice Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, and inappropriate relationships.

Short-Answer Responses may include, but are not limited to:

- Describing civic participation trends based on graphic displays.
- Given a scenario and a decision, explaining how the decision is based on information.
- Identifying a cause and effect relationship based on provided information.

Graphic-Response Responses may include, but are not limited to:

- Classifying statements as facts or opinions.
- Mapping a school bus route based on provided information regarding population distribution in a given area.
- Applying the information from a graphic source to support a decision about a civic matter.
- Choosing a decision and information that supports that decision.
- Sorting information related to a public issue into a T-chart (e.g., “for” and “against” the issue).

Human-scored:

Constructed-Response

Responses may include but are not limited to:

- Describing the cause and effect relationship presented in a bar graph concerning a civic issue.
- Comparing the arguments supporting and opposing a matter of civic importance.

ITEM SPECIFICATIONS: GRADE 4 SOCIAL STUDIES ORGANIZED BY STRAND & TOPIC

Grade: 4

Strand: Government 4.GO

Topic: Civic Participation and Skills 4.GO.A

Civic participation embraces the ideal that an individual actively engages with his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.

Content Statement 4.GO.A.17:

4.GO.A.17 Effective participants in a democratic society engage in compromise.

Expectations for Learning:

i. Describe a strategy for compromise in a situation where there are differences of opinion on a matter.

Content Limits: The content to be assessed is defined by the information contained in the Content Statements from the Ohio Learning Standards: K-12 Social Studies and by the Expectations for Learning contained in the Model Curriculum for Grade 4 Social Studies (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statements and the Expectations for Learning.

Response Attributes:

General Students may be asked to utilize prior content knowledge to: apply, locate, order, organize, arrange, construct, create, or list information.

Machine-Scored:

Multiple-Choice Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, and inappropriate relationships.

Short-Answer Responses may include, but are not limited to:

- Given a problem and a compromise, describing the strategy for enacting the compromise.
- Given a problem and a strategy for compromise, describing how that strategy would look in a given scenario.

Graphic-Response Responses may include, but are not limited to:

- Identifying examples in graphics or textual descriptions of how compromise is accomplished in the government.

Human-scored:

Constructed-Response

Responses may include but are not limited to:

- Describing how to reach a compromise in a provided scenario using one of the strategies of compromise.

ITEM SPECIFICATIONS: GRADE 4 SOCIAL STUDIES ORGANIZED BY STRAND & TOPIC

Grade: 4

Strand: Government 4.GO

Topic: Rules and Laws 4.GO.B

Rules play an important role in guiding behavior and establishing order in families, classrooms and organizations. Laws are enacted by governments to perform similar functions.

Content Statement 4.GO.B.18:

4.GO.B.18 Laws can protect rights, provide benefits and assign responsibilities.

Expectations for Learning:

i. Describe ways in which laws protect the rights, provide benefits and assign responsibilities to citizens.

Content Limits: The content to be assessed is defined by the information contained in the Content Statements from the Ohio Learning Standards: K-12 Social Studies and by the Expectations for Learning contained in the Model Curriculum for Grade 4 Social Studies (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statements and the Expectations for Learning.

Additional Content Limits:

The term “obligations” should be replaced by the term “duties” in items.

Response Attributes:

General Students may be asked to utilize prior content knowledge to: apply, locate, order, organize, arrange, construct, create, or list information.

Machine-Scored:

Multiple-Choice Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, and inappropriate relationships.

Short-Answer Responses may include, but are not limited to:

- Identifying two ways in which laws protect rights, provide benefits or assign responsibilities of citizens.
- Given a law that protects a certain right, determining a benefit and/or a responsibility of that law.
- Describing how a law can protect property and/or rights in a certain scenario.

Graphic-Response Responses may include, but are not limited to:

- Matching laws and the rights that they protect in a graphic organizer.
- Matching responsibilities and the rights to ensure that the rights of all are still protected.

Human-scored:

Constructed-Response Responses may include but are not limited to:

- Describing two ways that a law can protect the rights of citizens.

ITEM SPECIFICATIONS: GRADE 4 SOCIAL STUDIES ORGANIZED BY STRAND & TOPIC

Grade: 4

Strand: Government 4.GO

Topic: Rules and Laws 4.GO.B

Rules play an important role in guiding behavior and establishing order in families, classrooms and organizations. Laws are enacted by governments to perform similar functions.

Content Statement 4.GO.B.19:

4.GO.B.19 The U.S. Constitution establishes a system of limited government and protects citizens' rights; five of these rights are addressed in the First Amendment.

Expectations for Learning:

i. Explain how the U.S. Constitution limits the power of government and protects the rights of citizens.

Content Limits: The content to be assessed is defined by the information contained in the Content Statements from the Ohio Learning Standards: K-12 Social Studies and by the Expectations for Learning contained in the Model Curriculum for Grade 4 Social Studies (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statements and the Expectations for Learning.

Response Attributes:

General Students may be asked to utilize prior content knowledge to: apply, locate, order, organize, arrange, construct, create, or list information.

Machine-Scored:

Multiple-Choice Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, and inappropriate relationships.

Short-Answer Responses may include, but are not limited to:

- Identifying two freedoms that are protected under the First Amendment.
- Explaining the reason for limiting the power of government/protecting First Amendment rights.

Graphic-Response Responses may include, but are not limited to:

- Matching limitations of government power with the rights of citizens protected by those limitations in a graphic organizer.

Human-scored:

Constructed-Response

Responses may include but are not limited to:

- Given a scenario in which government action appears to encroach on certain First Amendment rights, explaining how the First Amendment protects the rights of U.S. citizens in that situation.

ITEM SPECIFICATIONS: GRADE 4 SOCIAL STUDIES ORGANIZED BY STRAND & TOPIC

Grade: 4

Strand: Government 4.GO

Topic: Roles and Systems of Government 4.GO.C

The purpose of government in the United States is to establish order, protect the rights of individuals and promote the common good. Governments may be organized in different ways and have limited or unlimited powers.

Content Statement 4.GO.C.20:

4.GO.C.20 A constitution is a written plan for government. Democratic constitutions provide the framework for government in Ohio and in the United States.

Expectations for Learning:

i. Describe the purpose of democratic constitutions in Ohio and the United States.

Content Limits: The content to be assessed is defined by the information contained in the Content Statements from the Ohio Learning Standards: K-12 Social Studies and by the Expectations for Learning contained in the Model Curriculum for Grade 4 Social Studies (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statements and the Expectations for Learning.

Response Attributes:

General Students may be asked to utilize prior content knowledge to: apply, locate, order, organize, arrange, construct, create, or list information.

Machine-Scored:

Multiple-Choice Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, and inappropriate relationships.

Short-Answer Responses may include, but are not limited to:

- Identifying the purposes of a democratic constitution.
- Explaining what a constitution is.

Graphic-Response Responses may include, but are not limited to:

- Categorizing examples of how the U.S. or Ohio Constitution provides a framework (grade-appropriate term preferred) for government by whether they organize the government or allocate power.
- Selecting descriptions of ways that the power of government is limited.

Human-scored:

Constructed-Response

Responses may include but are not limited to:

- Describing two ways that the U.S. Constitution provides a framework for the U.S. government.

ITEM SPECIFICATIONS: GRADE 4 SOCIAL STUDIES ORGANIZED BY STRAND & TOPIC

Grade: 4

Strand: Government 4.GO

Topic: Roles and Systems of Government 4.GO.C

The purpose of government in the United States is to establish order, protect the rights of individuals and promote the common good. Governments may be organized in different ways and have limited or unlimited powers.

Content Statement 4.GO.C.21:

4.GO.C.21 The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.

Expectations for Learning:

i. Explain major responsibilities of each of the three branches of government in Ohio and the United States.

Content Limits: The content to be assessed is defined by the information contained in the Content Statements from the Ohio Learning Standards: K-12 Social Studies and by the Expectations for Learning contained in the Model Curriculum for Grade 4 Social Studies (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statements and the Expectations for Learning.

Additional Content Limits:

Items must not ask students to provide state-specific branch titles (e.g., governor, mayor, president, etc.).

Response Attributes:

General Students may be asked to utilize prior content knowledge to: apply, locate, order, organize, arrange, construct, create, or list information.

Machine-Scored:

Multiple-Choice Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, and inappropriate relationships.

Short-Answer Responses may include, but are not limited to:

- Defining the responsibility of the judicial (or legislative or executive) branch of the U.S. government.
- Providing an example of a responsibility of one of the branches of government.
- Given a role, identifying the matching branch of government.

Graphic-Response Responses may include, but are not limited to:

- Identifying and displaying the roles of a branch of government using a graphic organizer.
- Matching each branch of government with the correct role.

Human-scored:

Constructed-Response Responses may include but are not limited to:

- Explaining the responsibilities of the three branches of the Ohio state government or the federal government.
- Describing how the U.S. Constitution defines the role of elected officials.

ITEM SPECIFICATIONS: GRADE 4 SOCIAL STUDIES ORGANIZED BY STRAND & TOPIC

Grade: 4

Strand: Economics 4.EC

Topic: Economic Decision-Making and Skills 4.EC.A

Effective economic decision-making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors, and citizens. Economic decision-making and skills engage students in the practice of analyzing costs and benefits, collecting and organizing economic evidence, and proposing alternatives to economic problems.

Content Statement 4.EC.A.22:

4.EC.A.22 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).

Expectations for Learning:

i. Use tables and charts to interpret information.

Content Limits: The content to be assessed is defined by the information contained in the Content Statements from the Ohio Learning Standards: K-12 Social Studies and by the Expectations for Learning contained in the Model Curriculum for Grade 4 Social Studies (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statements and the Expectations for Learning.

Response Attributes:

General Students may be asked to utilize prior content knowledge to: apply, locate, order, organize, arrange, construct, create, or list information.

Machine-Scored:

Multiple-Choice Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, and inappropriate relationships.

Short-Answer Responses may include, but are not limited to:

- Describing an economic data set using a provided chart.

Graphic-Response Responses may include, but are not limited to:

- Using provided charts, interpreting data.
- Identifying changes on a chart based on changes in personal savings data.

Human-scored:

Constructed-Response

Responses may include but are not limited to:

- Describing the data presented in a chart.
- Describing the relationship between the data presented in a table.

ITEM SPECIFICATIONS: GRADE 4 SOCIAL STUDIES ORGANIZED BY STRAND & TOPIC

Grade: 4

Strand: Economics 4.EC

Topic: Production and Consumption 4.EC.C

Production is the act of combining natural resources, human resources, capital goods, and entrepreneurship to make goods and services. Consumption is the use of goods and services.

Content Statement 4.EC.C.23:

4.EC.C.23 Entrepreneurs in Ohio and the United States organize productive resources and take risks to make a profit and compete with other producers.

Expectations for Learning:

i. Explain characteristics of entrepreneurship, including the risks and benefits.

Content Limits:

The content to be assessed is defined by the information contained in the Content Statements from the Ohio Learning Standards: K-12 Social Studies and by the Expectations for Learning contained in the Model Curriculum for Grade 4 Social Studies (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statements and the Expectations for Learning.

Response Attributes:

General

Students may be asked to utilize prior content knowledge to: apply, locate, order, organize, arrange, construct, create, or list information.

Machine-Scored:

Multiple-Choice Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, and inappropriate relationships.

Short-Answer Responses may include, but are not limited to:

- Identifying a risk for entrepreneurs when they start a new business (Ohio businesses accepted).

Graphic-Response Responses may include, but are not limited to:

- Categorizing the resources needed by an entrepreneur to produce a certain product by whether they are human resources, natural resources or capital goods (e.g., in a pizza shop or on a farm).

Human-scored:

ITEM SPECIFICATIONS: GRADE 4 SOCIAL STUDIES ORGANIZED BY STRAND & TOPIC

Grade: 4

Strand: Economics 4.EC

Topic: Financial Literacy 4.EC.E

Financial literacy is the ability of individuals to use knowledge and skills to manage limited financial resources effectively for lifetime financial security.

Content Statement 4.EC.E.24:

4.EC.E.24 Saving a portion of income contributes to an individual's financial well-being. Individuals can reduce spending to save more of their income.

Expectations for Learning:

- i. Demonstrate how saving a portion of income contributes to an individual's financial well-being.
- ii. Explain how individuals can save more of their income by reducing spending.

Content Limits: The content to be assessed is defined by the information contained in the Content Statements from the Ohio Learning Standards: K-12 Social Studies and by the Expectations for Learning contained in the Model Curriculum for Grade 4 Social Studies (see above).

In addition, the information contained in the Content Elaborations of the Model Curricula is to be used by item writers to comprehend the scope of the information and the instructional weight of the Content Statements and the Expectations for Learning.

Additional Content Limits:

Items should not discuss student allowance. References to money earned through work are acceptable.

Response Attributes:

General Students may be asked to utilize prior content knowledge to: apply, locate, order, organize, arrange, construct, create, or list information.

Machine-Scored:

Multiple-Choice Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, and inappropriate relationships.

Short-Answer Responses may include, but are not limited to:

- Describing the benefits of saving a portion of one's income. (May need to offer specific scenario to limit student responses.)

Graphic-Response Responses may include, but are not limited to:

- Applying savings to a budget in order to achieve a financial goal.
- Using a graph to show how savings can be increased by reducing spending.
- Explaining the effectiveness of a given savings strategy scenario.

Human-scored: