

# Ohio Graduation Tests



## Administration Manual Practice Tests

Reading • Mathematics • Science  
Social Studies • Writing

September 2004



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## I. Introduction

This manual details administration procedures for the half-length practice tests. These procedures mirror, as closely as possible, the administration procedures for the Ohio Graduation Tests (OGT). Depending on your purpose for using the practice test, you may want to deviate from these instructions. However, during an actual test administration, administrators must follow test administration procedures exactly.

The purpose of these practice tests is to familiarize students, teachers and test administrators with the process and format of the OGT. While every effort has been made to provide an accurate depiction of the actual OGT in terms of the types and difficulty of questions, the practice test is not a predictor of student performance on the operational test.

A separate half-length practice test and answer document for each of the subject areas is provided. Each of the practice tests contains items that have gone through a stringent item development process and have been approved by committees of experts for use on the operational forms. The number of items on each of the practice tests varies by subject area. The table below provides a summary by subject of the number of items by item type and the number of possible points.

**Ohio Graduation Tests  
Overview of Number and Type of Items**

|                       | <b>Multiple Choice</b><br>(1 point each) | <b>Short Answer</b><br>(2 points each) | <b>Extended Response</b><br>(4 points each) | <b>Writing Prompts</b><br>(18 points each) | <b>Total Items</b> | <b>Total Points</b> |
|-----------------------|--|--|---|--|--------------------|---------------------|
| <b>Writing</b>        | 5  | 1                                      | N/A   | 1  | 7                  | 25                  |
| <b>Reading</b>        | 16                                       | 2                                      | 1   | N/A  | 19                 | 24                  |
| <b>Mathematics</b>    | 16                                       | 2                                      | 1   | N/A  | 19                 | 24                  |
| <b>Science</b>        | 16                                       | 2                                      | 1   | N/A  | 19                 | 24                  |
| <b>Social Studies</b> | 16                                       | 2                                      | 1   | N/A  | 19                 | 24                  |

This manual contains instructions for the teacher as well as directions to be read aloud to the students. Read the appropriate script to your students paying careful attention to the instructions for the teacher that are inserted between the oral directions.

**The information to be read aloud to the students is indented and printed in bold type.**

Instructions for the teacher are in standard margins and standard type.

For the operational tests, state regulations require that students be allowed a maximum of two and one-half hours to complete each test. Teachers and test administrators should allow one hour and fifteen minutes for administering each half-length practice test.

Finally, this manual contains the answer key and scoring guidelines for each test. The answer keys indicate which standard and benchmark the question assess, as well as the correct response for the multiple choice questions. The scoring guidelines provide criteria for scoring the constructed response questions. To view annotated student responses for these constructed response questions, please see the ODE Web site at <http://www.ode.state.oh.us> and enter "OGT Half-Length Practice Tests" into the search box at the upper right corner of the home page.

## II. Preparing for the Practice Test Session

You will need to provide for each student a workspace that is large enough to accommodate an open test booklet and an answer document.

### A. Materials Needed for Testing

Each time a test is administered, you must have the following items:

- test booklets, one per student;
- answer documents, one per student;
- a test booklet and answer document for your own use;
- a supply of extra test booklets and answer documents;
- a supply of sharpened No. 2 pencils (pens may not be used);
- Mathematics Reference Sheets, one per student (Mathematics test only);
- a supply of OGT calculators (Mathematics and Science tests);
- this administration manual; and
- a watch or clock.

### B. Room Preparation for Testing

Arrive at the testing room early to make sure that it is ready for the testing session. Be sure that there is an area in the room where test materials not in use can be stored away from students. Students should be separated as much as is practical.

Use common sense in removing from view any materials likely to assist students in answering test questions (e.g., maps, posters, flags, charts and graphs, historical documents).

### III. Administering the Reading Practice Test

The practice test closely mirrors the operational form of the test. Students are not permitted to use reference materials (printed or electronic forms of dictionaries, thesauruses, or spell-check software). Appropriate accommodations, as documented in an IEP or 504 plan, should be afforded to students with disabilities who will be taking this practice test. Students' desks should be cleared of all materials except for pencils and perhaps an eraser. When you distribute the test booklets and answer documents, retain one copy of each as your reference.

Read aloud word for word the text that is indented, printed in **bold** type, and preceded by the word "say." You may repeat any part of these directions as needed. The material in standard type is information for you and should not be read aloud.

After students are seated in the desired arrangement, and prior to distributing the test materials, say:

**Testing is now in progress. You will now be taking the practice test version of the Ohio Graduation Test in Reading. You must use a No. 2 pencil to take this test. If you do not have a No. 2 pencil, raise your hand and you will be given one.**

**You may not have anything on your desk except a pencil and perhaps an eraser.**

Distribute the pencils as needed. Say:

**The answer documents will now be distributed. Do not open the answer documents until I have instructed you to do so.**

After the answer documents have been distributed, say:

**You will now fill in some information on the answer document. Look on the back cover and locate box A. On the blank line labeled "Student Name," print your first name, middle initial and last name. On the blank line labeled "Teacher Name," print the name of your teacher. On the blank line labeled "School Name," print the name of your school. On the blank line labeled "District Name," print \_\_\_\_\_.**

(Tell the students the name of the district and print the name on the chalkboard.)



After students have supplied the information for box A, say:

**Locate box B labeled “Gender.” Darken the appropriate circle.**

**Locate box C labeled “Date of Birth.” There are three headings in this box: “MONTH,” “DAY” and “YEAR.” First locate the column labeled “MONTH.” In this column, darken the circle next to the month you were born. For example, if you were born in January, you would darken the circle next to the letters “J-A-N.”**

**Next, locate the column labeled “DAY.” In the boxes provided, write the day of the month you were born. For example, if you were born on the third day of the month, write a “0” (zero) in the left column and a “3” in the right column. Now darken the appropriate circle under each number you have written.**

**Under the column labeled “YEAR,” write the last two numbers of the year you were born. For example, if you were born in 1990, you would write a “9” in the left column and a “0” in the right column. Now darken the appropriate circle under each number.**

Pause until students appear finished, then say:

**In box D, labeled “ETHNICITY,” darken the circle next to the best description of your ethnic background.**

After students have completed the information on the back cover of the answer document, say:

**The test booklets will now be distributed. Do not open the test booklet until you are told to do so.**

After the test booklets have been distributed, say:

**Please keep your booklets closed while I read the directions to you. There are 19 questions on the Reading Practice Test. Most of the questions are multiple choice. There are two short-answer questions and one extended response question. Short-answer questions are worth 2 points; extended response questions are worth 4 points. For each multiple choice question, mark your answer on the correct line of the answer document. Completely darken the appropriate circle. If you change an answer, erase your old answer completely. Respond to short-**

**answer and extended response questions in the space provided in your answer document.**

**Answers that are written in the test booklet will not be scored.**

**The questions on the reading test are based on reading passages. You will read the passage first, then answer questions about it. You should try your best to answer all the questions, even if you are not sure of the answers for some of them. Mark only one answer for each question.**

**During testing, if you discover that your test booklet or answer document is incomplete or defective, raise your hand and you will be given another.**

Make announcements about time allotments and room arrangements. Say:

**If you finish the test early, you may check your work. When you finish, raise your hand and your test materials will be collected.**

**Open your answer document to page 1. You will see the word “READING” at the top of the page. Now open your test booklet to page 1. The words “READING TEST” are across the top of the page.**

(Pause)

**Read the directions at the top of the page and begin.**

Observe the time and write it down on the chalkboard. Complete the time chart on the board. Students have one and one-half hours to complete the test.

Start time \_\_\_\_\_

Half of testing period remaining \_\_\_\_\_

5 minutes of testing period remaining \_\_\_\_\_

Stop time \_\_\_\_\_

At the appropriate time, say:

**There is half of the testing period remaining.**

When only 5 minutes are remaining, say:

**There are 5 minutes of the testing period remaining.**

Observe students to determine that they have understood the directions. First help those students who have questions. Then circulate among the students, checking that they are recording their answers properly. Answer any questions they have about procedures and correct anyone who is not following directions. Do not give them any examples, point out mechanical errors, or advise them about structure.

When students have finished their tests, collect their test booklets and answer documents. They may read or work on what they have selected prior to the start of the test. When only a small number are still working, you may wish to follow your building's examination plan for moving students who need additional time to complete the test to another area in the building. The transition or passing time is not included in the maximum amount of time allowed for each student.

For those students who require the maximum amount of time, at the end of the initial time allotment, say:

**Stop. Put your pencil down and close your test booklet and answer document.**

**I will now collect your test booklet and answer document.**

Collect all the answer documents and test booklets from the remaining students. Do not allow students to pass the booklets or answer documents.

## IV. Administering the Mathematics Practice Test

The practice test closely mirrors the operational form of the test. Students are not permitted to use reference materials (printed or electronic forms of dictionaries, thesauruses, or spell-check software). Appropriate accommodations, as documented in an IEP or 504 plan, should be afforded to students with disabilities who will be taking this practice test. Students' desks should be cleared of all materials except for pencils and perhaps an eraser. When you distribute the test booklets and answer documents, retain one copy of each as your reference.

Read aloud word for word the text that is indented, printed in **bold** type, and preceded by the word "say." You may repeat any part of these directions as needed. The material in standard type is information for you and should not be read aloud.

After students are seated in the desired arrangement, and prior to distributing the test materials, say:

**Testing is now in progress. You will now be taking the practice test version of the Ohio Graduation Test in Mathematics. You must use a No. 2 pencil to take this test. If you do not have a No. 2 pencil, raise your hand and you will be given one.**

**You may not have anything on your desk except a pencil and perhaps an eraser.**

Distribute the pencils as needed. Say:

**The answer documents will now be distributed. Do not open the answer documents until I have instructed you to do so.**

After the answer documents have been distributed, say:

**You will now fill in some information on the answer document. Look on the back cover and locate box A. On the blank line labeled "Student Name," print your first name, middle initial and last name. On the blank line labeled "Teacher Name," print the name of your teacher. On the blank line labeled "School Name," print the name of your school. On the blank line labeled "District Name," print \_\_\_\_\_.**

(Tell the students the name of the district and print the name on the chalkboard.)

After students have supplied the information for box A, say:

**Locate box B labeled “Gender.” Darken the appropriate circle.**

**Locate box C labeled “Date of Birth.” There are three headings in this box: “MONTH,” “DAY” and “YEAR.” First locate the column labeled “MONTH.” In this column, darken the circle next to the month you were born. For example, if you were born in January, you would darken the circle next to the letters “J-A-N.”**

**Next, locate the column labeled “DAY.” In the boxes provided, write the day of the month you were born. For example, if you were born on the third day of the month, write a “0” (zero) in the left column and a “3” in the right column. Now darken the appropriate circle under each number you have written.**

**Under the column labeled “YEAR,” write the last two numbers of the year you were born. For example, if you were born in 1990, you would write a “9” in the left column and a “0” in the right column. Now darken the appropriate circle under each number.**

Pause until students appear finished, then say:

**In box D, labeled “ETHNICITY,” darken the circle next to the best description of your ethnic background.**

After students have completed the information on the back cover of the answer document, say:

**I will now distribute the calculators. You may use this calculator on any part of the Mathematics Practice Test. You may not use any other calculator.**

Distribute the calculators, one per student. If the calculators are in boxes, say:

**You may remove the calculator from its box. The boxes will be collected.**

After the calculators have been distributed, say:

**I will now distribute the Mathematics Reference Sheets.**

After the Mathematics Reference Sheets have been distributed, say:

**The test booklets will now be distributed. Do not open the test booklet until you are told to do so.**

After the test booklets have been distributed, say:

**Please keep your booklets closed while I read the directions to you. There are 19 questions on the Mathematics Practice Test. Most of the questions are multiple choice. There are two short-answer questions and one extended response question. Short-answer questions are worth 2 points; extended response questions are worth 4 points. For each multiple choice question, mark your answer on the correct line of the answer document. Completely darken the appropriate circle on the answer document. If you change an answer, erase your old answer completely.**

**Respond to short-answer and extended response questions in the space provided in your answer document. This answer space provides you with a grid, if you need one. Write all your short answers and extended responses on this grid paper.**

**Answers that are written in the test booklet will not be scored.**

**You should try your best to answer all the questions, even if you are not sure of the answers. Mark only one answer for each question.**

**During testing, if you discover that your test booklet or answer document is incomplete or defective, raise your hand and you will be given another.**

Make announcements about time allotments and room arrangements. Say:

**If you finish the test early, you may check your work. When you finish, raise your hand and your test materials will be collected.**

**Open your answer document to page 1. You will see the word “MATHEMATICS” at the top of the page. Now open your test booklet to page 1. The words “MATHEMATICS TEST” are across the top of the page.**

(Pause)

**Read the directions at the top of the page and begin.**

Observe the time and write it down on the chalkboard. Complete the time chart on the board. Students have one and one-half hours to complete the test.

Start time \_\_\_\_\_

Half of testing period remaining \_\_\_\_\_

5 minutes of testing period remaining \_\_\_\_\_

Stop time \_\_\_\_\_

At the appropriate time, say:

**There is half of the testing period remaining.**

When only 5 minutes are remaining, say:

**There are 5 minutes of the testing period remaining.**

Observe students to determine that they have understood the directions. First help those students who have questions. Then circulate among the students, checking that they are recording their answers properly. Answer any questions they have about procedures and correct anyone who is not following directions. Do not give them any examples, point out mechanical errors, or advise them about structure.

When students have finished their tests, collect their test booklets, answer documents, reference sheets and calculators. They may read or work on what they have selected prior to the start of the test. When only a small number are still working, you may wish to follow your building's examination plan for moving students who need additional time to complete the test to another area in the building. The transition or passing time is not included in the maximum amount of time allowed for each student.

For those students who require the maximum amount of time, at the end of the initial time allotment, say:

**Stop. Put your pencil down and close your test booklet and answer document.**

**I will now collect your test materials.**

Collect all the test booklets, answer documents, reference sheets and calculators from the remaining students. Do not allow students to pass the test booklets or answer documents.



## V. Administering the Science Practice Test

The practice test closely mirrors the operational form of the test. OGT calculators should be available to students during the Science test. You may either distribute them to all students or provide them to students upon request. Students are not permitted to use reference materials (printed or electronic forms of dictionaries, thesauruses, or spell-check software). Appropriate accommodations, as documented in an IEP or 504 plan, should be afforded to students with disabilities who will be taking this practice test. Students' desks should be cleared of all materials except for pencils and perhaps an eraser or OGT calculator. When you distribute the test booklets and answer documents, retain one copy of each as your reference.

Read aloud word for word the text that is indented, printed in **bold** type, and preceded by the word "say." You may repeat any part of these directions as needed. The material in standard type is information for you and should not be read aloud.

After students are seated in the desired arrangement, and prior to distributing the test materials, say:

**Testing is now in progress. You will now be taking the practice test version of the Ohio Graduation Test in Science. You must use a No. 2 pencil to take this test. If you do not have a No. 2 pencil, raise your hand and you will be given one.**

**You may not have anything on your desk except a pencil and perhaps an eraser or OGT calculator.**

Distribute the pencils as needed. Say:

**The answer documents will now be distributed. Do not open the answer documents until I have instructed you to do so.**

After the answer documents have been distributed, say:

**You will now fill in some information on the answer document. Look on the back cover and locate box A. On the blank line labeled "Student Name," print your first name, middle initial and last name. On the blank line labeled "Teacher Name," print the name of your teacher. On the blank line labeled "School Name," print the name of your school. On the blank line labeled "District Name," print \_\_\_\_\_.**

(Tell the students the name of the district and print the name on the chalkboard.)  
After students have supplied the information for box A, say:

**Locate box B labeled “Gender.” Darken the appropriate circle.**

**Locate box C labeled “Date of Birth.” There are three headings in this box: “MONTH,” “DAY” and “YEAR.” First locate the column labeled “MONTH.” In this column, darken the circle next to the month you were born. For example, if you were born in January, you would darken the circle next to the letters “J-A-N.”**

**Next, locate the column labeled “DAY.” In the boxes provided, write the day of the month you were born. For example, if you were born on the third day of the month, write a “0” (zero) in the left column and a “3” in the right column. Now darken the appropriate circle under each number you have written.**

**Under the column labeled “YEAR,” write the last two numbers of the year you were born. For example, if you were born in 1990, you would write a “9” in the left column and a “0” in the right column. Now darken the appropriate circle under each number.**

Pause until students appear finished, then say:

**In box D, labeled “ETHNICITY,” darken the circle next to the best description of your ethnic background.**

After students have completed the information on the back cover of the answer document, say:

**The test booklets will now be distributed. Do not open the test booklet until you are told to do so.**

After the test booklets have been distributed, say:

**Please keep your booklets closed while I read the directions to you. There are 19 questions on the Science Practice Test. Most of the questions are multiple choice. There are a few short-answer and extended response questions. Short-answer questions are worth 2 points; extended response questions are worth 4 points. For each multiple choice question, mark your answer on the correct line of the answer document. Completely darken the appropriate circle. If you change**

**an answer, erase your old answer completely. Respond to short-answer and extended response questions in the space provided in your answer document. This answer space provides you with a grid, if you need one. Write all your short answers and extended responses on this grid paper.**

**Answers that are written in the test booklet will not be scored.**

**Many questions on the science test are based on science passages that may contain written material, tables and/or diagrams. You will study these passages first, then answer the questions related to them.**

**Other science questions are independent and not based on passages. Directions in your test booklet will tell you which questions are related to a passage.**

**You should try your best to answer all the questions, even if you are not sure of the answers for some of them. Mark only one answer for each question.**

**During testing, if you discover that your test booklet or answer document is incomplete or defective, raise your hand and you will be given another.**

Make announcements about time allotments and room arrangements. Say:

**If you finish the test early, you may check your work. When you finish, raise your hand and your test materials will be collected.**

**Open your answer document to page 1. You will see the word “SCIENCE” at the top of the page. Now open your test booklet to page 1. The words “SCIENCE TEST” are across the top of the page.**

(Pause)

**Read the directions at the top of the page and begin.**

Observe the time and write it down on the chalkboard. Complete the time chart on the board. Students have one and one-half hours to complete the test.

Start time \_\_\_\_\_

Half of testing period remaining \_\_\_\_\_

5 minutes of testing period remaining \_\_\_\_\_

Stop time \_\_\_\_\_

At the appropriate time, say:

**There is half of the testing period remaining.**

When only 5 minutes are remaining, say:

**There are 5 minutes of the testing period remaining.**

Observe students to determine that they have understood the directions. First help those students who have questions. Then circulate among the students, checking that they are recording their answers properly. Answer any questions they have about procedures and correct anyone who is not following directions. Do not give them any examples, point out mechanical errors, or advise them about structure.

When students have finished their tests, collect their test booklets, answer documents and calculators. They may read or work on what they have selected prior to the start of the test. When only a small number are still working, you may wish to follow your building's examination plan for moving students who need additional time to complete the test to another area in the building. The transition or passing time is not included in the maximum amount of time allowed for each student.

For those students who require the maximum amount of time, at the end of the initial time allotment, say:

**Stop. Put your pencil down and close your test booklet and answer document.**

**I will now collect your test materials.**

Collect all the answer documents, test booklets and calculators from the remaining students. Do not allow students to pass the booklets or answer documents.

## VI. Administering the Social Studies Practice Test

The practice test closely mirrors the operational form of the test. Students are not permitted to use reference materials (printed or electronic forms of dictionaries, thesauruses, or spell-check software). Appropriate accommodations, as documented in an IEP or 504 plan, should be afforded to students with disabilities who will be taking this practice test. Students' desks should be cleared of all materials except for pencils and perhaps an eraser. When you distribute the test booklets and answer documents, retain one copy of each as your reference.

Read aloud word for word the text that is indented, printed in **bold** type, and preceded by the word "say." You may repeat any part of these directions as needed. The material in standard type is information for you and should not be read aloud.

After students are seated in the desired arrangement, and prior to distributing the test materials, say:

**Testing is now in progress. You will now be taking the practice test version of the Ohio Graduation Test in Social Studies. You must use a No. 2 pencil to take this test. If you do not have a No. 2 pencil, raise your hand and you will be given one.**

**You may not have anything on your desk except a pencil and perhaps an eraser.**

Distribute the pencils as needed. Say:

**The answer documents will now be distributed. Do not open the answer documents until I have instructed you to do so.**

After the answer documents have been distributed, say:

**You will now fill in some information on the answer document. Look on the back cover and locate box A. On the blank line labeled "Student Name," print your first name, middle initial and last name. On the blank line labeled "Teacher Name," print the name of your teacher. On the blank line labeled "School Name," print the name of your school. On the blank line labeled "District Name," print \_\_\_\_\_.**

(Tell the students the name of the district and print the name on the chalkboard.)

After students have supplied the information for box A, say:

**Locate box B labeled “Gender.” Darken the appropriate circle.**

**Locate box C labeled “Date of Birth.” There are three headings in this box: “MONTH,” “DAY” and “YEAR.” First locate the column labeled “MONTH.” In this column, darken the circle next to the month you were born. For example, if you were born in January, you would darken the circle next to the letters “J-A-N.”**

**Next, locate the column labeled “DAY.” In the boxes provided, write the day of the month you were born. For example, if you were born on the third day of the month, write a “0” (zero) in the left column and a “3” in the right column. Now darken the appropriate circle under each number you have written.**

**Under the column labeled “YEAR,” write the last two numbers of the year you were born. For example, if you were born in 1990, you would write a “9” in the left column and a “0” in the right column. Now darken the appropriate circle under each number.**

Pause until students appear finished, then say:

**In box D, labeled “ETHNICITY,” darken the circle next to the best description of your ethnic background.**

After students have completed the information on the back cover of the answer document, say:

**The test booklets will now be distributed. Do not open the test booklet until you are told to do so.**

After the test booklets have been distributed, say:

**Please keep your booklets closed while I read the directions to you. There are 19 questions on the Social Studies Practice Test. Most of the questions are multiple choice. There are a few short-answer and extended response questions. Short-answer questions are worth 2 points; extended response questions are worth 4 points. For each multiple choice question, mark your answer on the correct line of the answer document. Completely darken the appropriate circle. If you change**

**an answer, erase your old answer completely. Respond to short-answer and extended response questions in the space provided in your answer document.**

**Answers that are written in the test booklet will not be scored.**

**Some questions on the social studies test may be based on a map, chart, or text material. You will study the graphic or text first, and then answer the question about it.**

**Other questions will not involve graphics or text. Directions in your test booklet will advise you when you have to study additional material to answer the question.**

**You should try your best to answer all the questions, even if you are not sure of the answers for some of them. Mark only one answer for each question.**

**During testing, if you discover that your test booklet or answer document is incomplete or defective, raise your hand and you will be given another.**

Make announcements about time allotments and room arrangements. Say:

**If you finish the test early, you may check your work. When you finish, raise your hand and your test materials will be collected.**

**Open your answer document to page 1. You will see the words “SOCIAL STUDIES” at the top of the page. Now open your test booklet to page 1. The words “SOCIAL STUDIES TEST” are across the top of the page.**

(Pause)

**Read the directions at the top of the page and begin.**

Observe the time and write it down on the chalkboard. Complete the time chart on the board. Students have one and one-half hours to complete the test.

Start time \_\_\_\_\_

Half of testing period remaining \_\_\_\_\_

5 minutes of testing period remaining \_\_\_\_\_

Stop time \_\_\_\_\_

At the appropriate time, say:

**There is half of the testing period remaining.**

When only 5 minutes are remaining, say:

**There are 5 minutes of the testing period remaining.**

Observe students to determine that they have understood the directions. First help those students who have questions. Then circulate among the students, checking that they are recording their answers properly. Answer any questions they have about procedures and correct anyone who is not following directions. Do not give them any examples, point out mechanical errors, or advise them about structure.

When students have finished their tests, collect their test booklets and answer documents. They may read or work on what they have selected prior to the start of the test. When only a small number are still working, you may wish to follow your building's examination plan for moving students who need additional time to complete the test to another area in the building. The transition or passing time is not included in the maximum amount of time allowed for each student.

For those students who require the maximum amount of time, at the end of the initial time allotment, say:

**Stop. Put your pencil down and close your test booklet and answer document.**

**I will now collect your test booklet and answer document.**

Collect all the answer documents and test booklets from the remaining students. Do not allow students to pass the booklets or answer documents.



## VII. Administering the Writing Practice Test

The practice test closely mirrors the operational form of the test. Students are not permitted to use reference materials (printed or electronic forms of dictionaries, thesauruses, or spell-check software). Appropriate accommodations, as documented in an IEP or 504 plan, should be afforded to students with disabilities who will be taking this practice test. Students' desks should be cleared of all materials except for pencils and perhaps an eraser. When you distribute the test booklets and answer documents, retain one copy of each as your reference.

Read aloud word for word the text that is indented, printed in **bold** type, and preceded by the word "say." You may repeat any part of these directions as needed. The material in standard type is information for you and should not be read aloud.

After students are seated in the desired arrangement, and prior to distributing the test materials, say:

**Testing is now in progress. You will now be taking the practice test version of the Ohio Graduation Test in Writing. You must use a No. 2 pencil to take this test. If you do not have a No. 2 pencil, raise your hand and you will be given one.**

**You may not have anything on your desk except a pencil and perhaps an eraser.**

Distribute the pencils as needed. Say:

**The answer documents will now be distributed. Do not open the answer documents until I have instructed you to do so.**

After the answer documents have been distributed, say:

**You will now fill in some information on the answer document. Look on the back cover and locate box A. On the blank line labeled "Student Name," print your first name, middle initial and last name. On the blank line labeled "Teacher Name," print the name of your teacher. On the blank line labeled "School Name," print the name of your school. On the blank line labeled "District Name," print \_\_\_\_\_.**

(Tell the students the name of the district and print the name on the chalkboard.)

After students have supplied the information for box A, say:

**Locate box B labeled “Gender.” Darken the appropriate circle.**

**Locate box C labeled “Date of Birth.” There are three headings in this box: “MONTH,” “DAY” and “YEAR.” First locate the column labeled “MONTH.” In this column, darken the circle next to the month you were born. For example, if you were born in January, you would darken the circle next to the letters “J-A-N.”**

**Next, locate the column labeled “DAY.” In the boxes provided, write the day of the month you were born. For example, if you were born on the third day of the month, write a “0” (zero) in the left column and a “3” in the right column. Now darken the appropriate circle under each number you have written.**

**Under the column labeled “YEAR,” write the last two numbers of the year you were born. For example, if you were born in 1990, you would write a “9” in the left column and a “0” in the right column. Now darken the appropriate circle under each number.**

Pause until students appear finished, then say:

**In box D, labeled “ETHNICITY,” darken the circle next to the best description of your ethnic background.**

After students have completed the information on the back cover of the answer document, say:

**The test booklets will now be distributed. Do not open the test booklet until you are told to do so.**

After the test booklets have been distributed, say:

**Please keep your booklets closed while I read the directions to you. There are 7 questions on the Writing Practice Test. Five of the questions are multiple choice. One is a short-answer, and there is one writing prompt that requires the student to write about a given topic. The short-answer question is worth 2 points; the writing prompt is worth 18 points.**

**For each multiple choice question, mark your answer on the correct line of the answer document. Completely darken the appropriate circle. If you change an answer, erase your old answer completely.**

**Use the prewriting page to plan and practice your response to the writing prompt. Respond to the short-answer and writing-prompt questions in the space provided in your answer document.**

**Answers that are written in the test booklet will not be scored.**

**You should try your best to answer all the questions, even if you are not sure of the answers for some of them. Mark only one answer for each question.**

**During testing, if you discover that your test booklet or answer document is incomplete or defective, raise your hand and you will be given another.**

Make announcements about time allotments and room arrangements. Say:

**If you finish the test early, you may check your work. When you finish, raise your hand and your test materials will be collected.**

**Open your answer document to page 1. You will see the word “WRITING” at the top of the page. Now open your test booklet to page 1. The words “WRITING TEST” are across the top of the page.**

(Pause)

**Read the directions at the top of the page and begin.**

Observe the time and write it down on the chalkboard. Complete the time chart on the board. Students have one and one-half hours to complete the test.

Start time \_\_\_\_\_

Half of testing period remaining \_\_\_\_\_

5 minutes of testing period remaining \_\_\_\_\_

Stop time \_\_\_\_\_

At the appropriate time, say:

**There is half of the testing period remaining.**

When only 5 minutes are remaining, say:

**There are 5 minutes of the testing period remaining.**

Observe students to determine that they have understood the directions. First help those students who have questions. Then circulate among the students, checking that they are recording their answers properly. Answer any questions they have about procedures and correct anyone who is not following directions. Do not give them any examples, point out mechanical errors, or advise them about structure.

When students have finished their tests, collect their test booklets and answer documents. They may read or work on what they have selected prior to the start of the test. When only a small number are still working, you may wish to follow your building's examination plan for moving students who need additional time to complete the test to another area in the building. The transition or passing time is not included in the maximum amount of time allowed for each student.

For those students who require the maximum amount of time, at the end of the initial time allotment, say:

**Stop. Put your pencil down and close your test booklet and answer document.**

**I will now collect your test booklet and answer document.**

Collect all the answer documents and test booklets from the remaining students. Do not allow students to pass the booklets or answer documents.

## VIII. Reading Answer Keys and Scoring Guidelines

### Reading Practice Test Answer Key

| Question No. | Type              | Content Standard   | Content Standard Benchmark | Key |
|--------------|-------------------|--|----------------------------|-----|
| 1            | Multiple Choice   | Reading Application: Literary Text                               | C                          | C   |
| 2            | Multiple Choice   | Reading Process  | B                          | D   |
| 3            | Multiple Choice   | Reading Application: Literary Text                               | F                          | D   |
| 4            | Multiple Choice   | Acquisition of Vocabulary  | A                          | A   |
| 5            | Multiple Choice   | Acquisition of Vocabulary  | A                          | B   |
| 6            | Multiple Choice   | Reading Process  | A                          | C   |
| 7            | Multiple Choice   | Reading Informational, Technical Application and Persuasive Text | D                          | C   |
| 8            | Multiple Choice   | Reading Informational, Technical Application and Persuasive Text | B                          | C   |
| 9            | Multiple Choice   | Reading Informational, Technical Application and Persuasive Text | D                          | B   |
| 10           | Short Answer      | Reading Process  | B                          | S   |
| 11           | Multiple Choice   | Reading Process  | A                          | D   |
| 12           | Multiple Choice   | Reading Process  | B                          | C   |
| 13           | Multiple Choice   | Reading Process  | A                          | D   |
| 14           | Short Answer      | Reading Informational, Technical Application and Persuasive Text | C                          | S   |
| 15           | Multiple Choice   | Reading Informational, Technical Application and Persuasive Text | D                          | D   |
| 16           | Multiple Choice   | Reading Informational, Technical Application and Persuasive Text | D                          | D   |
| 17           | Multiple Choice   | Reading Informational, Technical Application and Persuasive Text | D                          | B   |
| 18           | Extended Response | Reading Informational, Technical Application and Persuasive Text | B                          | E   |
| 19           | Multiple Choice   | Reading Informational, Technical Application and Persuasive Text | D                          | A   |

## Question 10

Explain how nature can sometimes repair itself, citing two details from the passage to support your explanation. Write your answer in the **Answer Document**. (2 points)

### Sample Response for Question 10 (Short Answer):

Although the fires wiped out millions of lodgepole tree, the fires actually freed the seeds in the lodgepole tree pinecones—thus planting even more lodgepole trees.

The fallen trees provide lodging for wildlife in the park.

The fallen trees provide food for wildlife in the park (fallen trees fill up with insects).

The fire has made the park “brighter”, by adding color and texture.

The fire increased the diversity and abundance of the wildlife.

The fire increased the diversity and abundance of the plantlife.

### Scoring Guidelines for Question 10:

| Score point | Description   |
|-------------|---|
| 2 points    | The response provides an accurate explanation that is supported by two details from the passage.  |
| 1 point     | The response provides an accurate explanation that is supported by only one detail from the passage, OR the response provides one or two appropriate examples without an explanation. |
| 0 points    | The response shows no understanding of the task.  |

## Question 14

Choose one of the following ideas for a graphic to accompany this passage. Give two reasons or examples from the text to support your choice.

- a photo of Andrei Codrescu speaking to an audience
- a photo of a group of new Americans standing together
- a picture of the flag of the United States

Write your answer in the **Answer Document**.

### Sample Response for Question 14 (Short Answer):

A photo of a group of new Americans standing together would be an excellent choice because he mentions how in America people are free to laugh, talk, and vote however they want. This graphic would represent the openness of Americans with each other. Another excerpt could be “The greater and prouder the cultural difference you bring here, the greater your success.” This would represent the graphic well because it would show different people uniting to possibly share ideas.

### Scoring Guidelines for Question 14:

| Score point | Description   |
|-------------|---|
| 2 points    | The response indicates a graphic and includes two details or examples from the text which plausibly support the choice.     |
| 1 point     | The response indicates a graphic and includes only one reason or example from the text which plausibly supports the choice. |
| 0 points    | The response shows no understanding of the task.  |

Note: Picking a graphic with no text reference is a “0.”

## Question 18

In paragraph 6, the author writes, “when I came to America I found that the school and my grandmother were both wrong.” Explain what his school taught him and what his grandmother told him about America, and give one example for each to show how they were both wrong. Write your answer in the **Answer Document**. (4 points)

### Sample Response for Question 18 (Extended Response):

The author was taught in school in Romania that America was a corrupt place where the wealthy scorned and treated the needy very badly. But his grandmother would secretly tell him that Americans were so wealthy that their roads were paved in gold. When he moved to America, he found out neither of them were correct. Although there were some people who were poor and some people who were rich, the majority of the people were neither. The roads were not paved in gold; in fact, many were dirt.

### Scoring Guidelines for Question 18:

Score point    Description

4 points        The response presents an accurate explanation of what his school taught him and of what his grandmother said and gives an example for each of them showing how they were both wrong.

3 points        The response presents an accurate explanation of what his school taught him and of what his grandmother said and gives an example for either one of them showing how they were wrong.

2 points        The response presents an accurate explanation of what his school taught him or of what his grandmother said and gives an example showing how the one chosen was wrong.

OR

The response presents an accurate explanation of what the school taught and what his grandmother said with no examples.

OR



The response gives two examples with no indication of what the school taught or what his grandmother said.

1 point

The response presents an accurate explanation of what his school taught him or of what his grandmother said but does not show how the chosen one was wrong.

OR

The response gives one example with no indication of what the school taught or what his grandmother said.

0 points

The response shows no understanding of the task.

## IX. Mathematics Answer Keys and Scoring Guidelines

### Mathematics Practice Test Answer Key

| Question No. | Type              | Content Standard                    | Content Standard Benchmark | Mathematics Processes Standard Benchmark | Key |
|--------------|-------------------|-------------------------------------|----------------------------|--|-----|
| 1            | Multiple Choice   | Patterns, Functions and Algebra     | A                          |  | D   |
| 2            | Multiple Choice   | Data Analysis and Probability       | A                          |  | B   |
| 3            | Multiple Choice   | Patterns, Functions and Algebra     | F                          |  | B   |
| 4            | Multiple Choice   | Measurement                         | E                          |  | C   |
| 5            | Short Answer      | Number, Number Sense and Operations | E                          | B  | S   |
| 6            | Multiple Choice   | Data Analysis and Probability       | C                          | D  | B   |
| 7            | Multiple Choice   | Patterns, Functions and Algebra     | E                          |  | B   |
| 8            | Multiple Choice   | Number, Number Sense and Operations | A                          |  | C   |
| 9            | Multiple Choice   | Patterns, Functions and Algebra     | C                          |  | C   |
| 10           | Extended Response | Geometry and Spatial Sense          | F                          | A  | E   |
| 11           | Multiple Choice   | Number, Number Sense and Operations | B                          |  | B   |
| 12           | Multiple Choice   | Patterns, Functions and Algebra     | D                          |  | D   |
| 13           | Multiple Choice   | Geometry and Spatial Sense          | A                          |  | D   |
| 14           | Multiple Choice   | Patterns, Functions and Algebra     | F                          |  | B   |
| 15           | Short Answer      | Number, Number Sense and Operations | F                          |  | S   |
| 16           | Multiple Choice   | Data Analysis and Probability       | G                          |  | C   |
| 17           | Multiple Choice   | Measurement                         | B                          |  | C   |
| 18           | Multiple Choice   | Patterns, Functions and Algebra     | H                          |  | B   |
| 19           | Multiple Choice   | Data Analysis and Probability       | J                          |  | B   |

## Question 5

Three different opinion polls show different results for the proportion of voters expected to vote for Candidate A in an election for mayor.

**Poll 1:** Nine of every 20 voters are expected to vote for Candidate A.

**Poll 2:** The percentage of voters expected to vote for Candidate A is 52%.

**Poll 3:** There are 130,000 people expected to vote, and of these, 55,000 are expected to vote for Candidate A.

In your **Answer Document**, determine which of these polls shows the greatest favorable result for Candidate A. Show your work or provide an explanation for your answer.

### Sample Response for Question 5 (Short Answer):

All in percentage terms

$$\text{Poll 1: } \frac{9}{20} = 45\%$$

Poll 2: 52% (given)

$$\text{Poll 3: } \frac{55,000}{130,000} = 42.3\%$$

Poll 2 is the most favorable, because it suggests that a higher percentage of voters will vote for Candidate A than either of the other polls.

### Scoring Guidelines for Question 5:

| Score point | Description  |
|-------------|--|
| 2 points    | The response identifies Poll 2 as the most favorable and shows work used to compare the proportions in each poll through a common measurement.                                       |
| 1 point     | The response provides evidence of a partially correct answer and/or solution process. The response shows understanding of some key elements of the task, but contains gaps or flaws. |

For example, the response may:

Correctly compare two of the polls. Work for the third is incorrect or missing.

OR

Determine one of the values incorrectly but correctly use the values to make a comparison based on these values.

OR

Compare the three polls; however, it fails to identify or incorrectly identifies which poll is most favorable for Candidate A.

OR

Identify Poll 2 as the correct choice and in the comparison of the three polls fails to use a common measurement.

0 points

The response indicates inadequate or no understanding of the task, and the response does not meet the requirements for one point.

For example, the response may:

Fail to provide evidence of minimal understanding of the concept.

OR

Only Identify Poll 2 as the correct solution without supporting work.

OR

Recopy information provided in the item with no work.

OR

Show no apparent understanding of the task.

OR

Be blank or the student writes, "I do not know" or includes unrelated statements or work.

## Question 10

Triangle DEF has vertices with coordinates  $D(-2, 1)$ ,  $E(1, 5)$  and  $F(2, 3)$ .

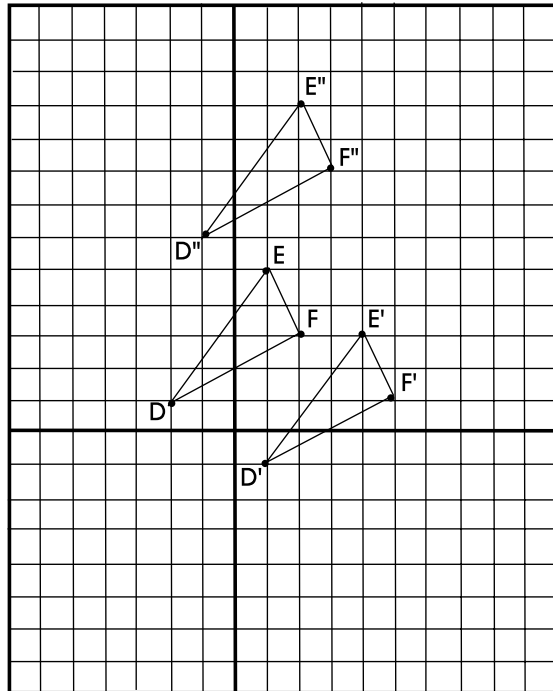
In your **Answer Document**, draw and label triangle DEF on the grid provided.

Draw the triangle  $D'E'F'$  by translating each vertex of triangle DEF three units to the right and two units down. Appropriately label triangle  $D'E'F'$ .

Draw the triangle  $D''E''F''$  by translating each vertex of triangle  $D'E'F'$  two units to the left and seven units up. Appropriately label triangle  $D''E''F''$ .

Describe the movements necessary to perform a single translation of each vertex from triangle DEF to triangle  $D''E''F''$ .

### Sample Response for Question 10 (Extended Response):



To translate DEF to  $D''E''F''$ , each vertex should be moved one unit to right and five units up.

## Scoring Guidelines for Question 10:

Score point    Description

4 points        The focus of this item requires the student to correctly graph triangle DEF and perform the two translations in sequence. Finally, the student will identify the translation moves that would take triangle DEF to the third triangle in the sequence. Labeling is identified within the item and should be included within the response.

The response shows triangle DEF and both transformations clearly and correctly drawn, and all triangles DEF,  $D'E'F'$ , and  $D''E''F''$  are appropriately labeled. An explanation is provided that correctly describes the transformation from triangle DEF to triangle  $D''E''F''$  by translating each vertex one unit to the right and five units up. The work shown is organized and completely accurate.

3 points        The response clearly addresses the key aspects of the task; however, it includes errors in completing one or two of the components.

For example, the response may:

Show triangle DEF and both transformations correctly graphed and appropriately labeled, but the description of the transformation from DEF to  $D''E''F''$  is missing or incorrect.

OR

Show triangle DEF graphed correctly and labeled. One transformation is done incorrectly, (example:  $D'E'F'$  moves to the left, or down) but everything else is correct, based on this error.

OR

Contain one minor error in any part of the process. For example, triangle DEF is graphed incorrectly; however, all other parts of the task are correct based on the incorrect triangle.

OR

Show triangle DEF and both transformations correctly graphed, but the labels are missing. The description of the transformation from DEF and  $D''E''F''$  is correct.

2 points

The response provides evidence of a partially correct answer and/or solution process. The response may adequately address some of the components of the task, but it contains major gaps or flaws in other components.

For example, the response may:

Show triangle DEF and one of the transformations graphed correctly, but the other transformation is either done incorrectly or is missing. The description given is related only to the one transformation or is missing.

OR

Show triangle DEF, and both transformations have been graphed correctly, but labels are missing and the description for the single transformation is unclear or missing.

OR

Show triangle DEF incorrectly graphed. Both transformations are consistent with the original graph, with or without labels. The description is incorrect based on the transformation or is missing.

OR

Show triangle DEF incorrectly graphed. One of the two transformations has an error, but is consistent with the original graph with or without labels. The description is correct based on the transformation.

1 point

The response omits significant aspects of the task. There is evidence of minimal understanding of the concepts involved in the task and/or solution process; however, the response includes significant errors in most of the components of the task.

For example, the response may:

Show triangle DEF correctly graphed, but both transformations are incorrect or missing.

OR

Describe the movements necessary for a single transformation, but the graphs are omitted or incorrect.

OR

Show triangle DEF incorrectly graphed, but there is one correct transformation (two congruent triangles that match one of the translations mentioned in the questions).

0 Points      The response indicates inadequate or no understanding of the task, and the response does not meet the requirements for one point.

For example, the response may:

Fail to provide evidence of minimal understanding of the concept.

OR

Incorrectly plot only the points for triangle DEF.

OR

Recopy information provided in the item with no work.

OR

Show no apparent understanding of the task.

OR

Be blank or the student writes, "I do not know" or includes unrelated statements or work.



## Question 15

The population density of a state, in people per square mile, is found by dividing the population of the state by its area in square miles. Florida has an area of 53,936 square miles. In 1998, Florida had a population of 14,915,980 and a population density of 276.5 people per square mile.

In your **Answer Document**, describe the conditions under which a different state could have a smaller population than Florida but have a greater population density.

### Sample Response for Question 15 (Short Answer):

The area of Florida is larger than the area of the state.

OR

The ratio of the area of Florida to the area of the state is larger than the ratio of the population of Florida to the population of the state.

OR

If the state had a population of 12,000,000 people, it could have an area of no more than 43,398 square miles. (any set of numbers with a population less than 14,915,980 and a population density greater than 276.5)

### Scoring Guidelines for Question 15:

| Score point | Description |
|-------------|-------------|
|-------------|-------------|

|          |   |
|----------|---|
| 2 points | The success of this item hinges on the response communicating an understanding that the area of the state must be smaller than the area of Florida in order for the population density to be higher in the case where the population is lower. The supporting work and/or explanation are clear and complete. |
|----------|---|

One approach is a written description of the ratios.

Another approach is to actually pick numerical values that give correct answers to this problem.

1 point      The response provides evidence of a partially correct answer and/or solution process. The response shows understanding of some key elements of the task but contains gaps or flaws.

For example, the response may:

Identify that the area of the state is smaller than that of Florida; however, it states that the population remains the same or is larger than that of Florida.

OR

Not make a distinction between population and landmass being larger or smaller. The supporting work and/or explanation is not complete or clear.

0 points      The response indicates inadequate or no understanding of the task and/or incorrect use of the key elements or information. The response does not meet the criteria required to earn one point.

For example, the response may:

Provide the definition of population density.

OR

Recopy information provided in the item with no work.

OR

Show no apparent understanding of the task.

OR

Be blank or the student writes, "I do not know" or includes unrelated statements or work.

## X. Science Answer Keys and Scoring Guidelines

### Science Practice Test Answer Key

| Question No. | Type              | Content Standard           | Content Standard Benchmark | Key |
|--------------|-------------------|----------------------------|----------------------------|-----|
| 1            | Multiple Choice   | Scientific Ways of Knowing | C                          | D   |
| 2            | Multiple Choice   | Science and Technology     | A                          | D   |
| 3            | Multiple Choice   | Life Sciences              | A                          | D   |
| 4            | Multiple Choice   | Physical Sciences          | F                          | C   |
| 5            | Multiple Choice   | Physical Sciences          | F                          | A   |
| 6            | Short Answer      | Scientific Inquiry         | A                          | S   |
| 7            | Multiple Choice   | Physical Sciences          | F                          | A   |
| 8            | Multiple Choice   | Scientific Inquiry         | A                          | B   |
| 9            | Multiple Choice   | Life Sciences              | F                          | B   |
| 10           | Multiple Choice   | Earth and Space Sciences   | B                          | C   |
| 11           | Multiple Choice   | Scientific Inquiry         | A                          | B   |
| 12           | Short Answer      | Physical Sciences          | A                          | S   |
| 13           | Multiple Choice   | Earth and Space Sciences   | B                          | D   |
| 14           | Multiple Choice   | Life Sciences              | E                          | B   |
| 15           | Multiple Choice   | Earth and Space Sciences   | C                          | B   |
| 16           | Multiple Choice   | Physical Sciences          | F                          | D   |
| 17           | Multiple Choice   | Life Sciences              | D                          | C   |
| 18           | Extended Response | Earth and Space Sciences   | E                          | E   |
| 19           | Multiple Choice   | Life Sciences              | B                          | D   |

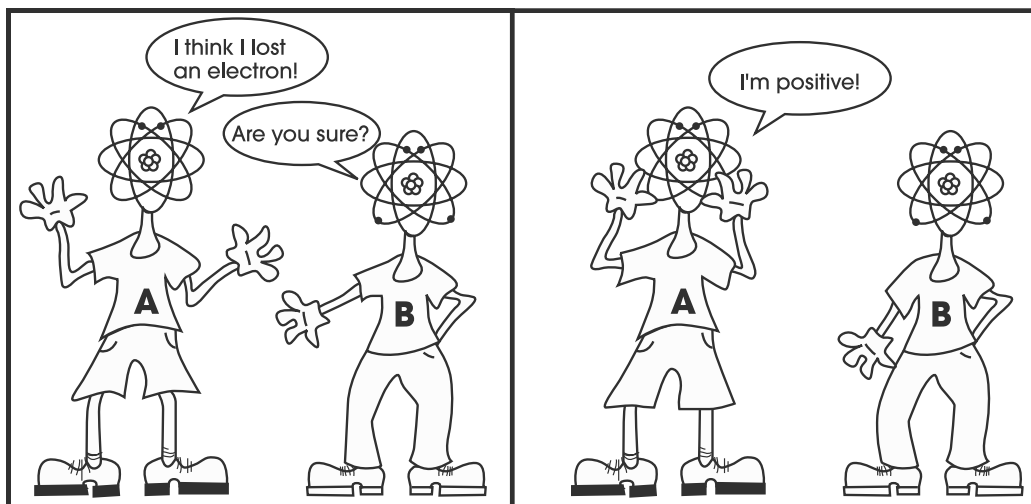


## Scoring Guidelines for Question 6

| Score Point | Description  |
|-------------|--|
| 2 points    | The student correctly compares the shapes of the two graphs and explains why the predicted values are probable.  |
| 1 point     | The student correctly compares the shapes of the two graphs.<br><br>OR<br><br>The student explains why the predicted values are probable.  |
| 0 points    | The student response demonstrates no understanding of the task. The response may provide incorrect information or be irrelevant to the task. The student may repeat information from the passage or prompt or may have written "I don't know." |

## Question 12

Use the cartoon to answer question 12.



Explain the response of atom A in terms of protons and electrons. Describe how protons and electrons affect charge. Respond in the space provided in your **Answer Document**. (2 points)

### Sample Response for Question 12 (Short Answer):

If an atom loses an electron it no longer has an equal number of electrons and protons OR the atom has one more proton than electrons.

AND

The atom will have a resulting positive charge.

### Scoring Guidelines for Question 12

| Score point | Description  |
|-------------|--|
| 2 points    | The student explains in terms of protons and electrons, what will happen if an atom loses an electron and indicates how this affects charge. |
| 1 point     | The student explains in terms of protons and electrons, what will happen if an atom loses an electron.                                       |

OR

The student indicates how losing an electron will affect the charge.

0 points

The student response demonstrates no understanding of the task or concept. The response may provide an incorrect solution and supporting information may be totally irrelevant to the task. The student may repeat information from the passage or prompt or may have written "I don't know."

## Question 18

Earth's crust is divided into many crustal plates. Their activity is described as plate tectonics. List two effects of plate tectonics and explain how plate tectonics causes each effect. Respond in the space provided in your **Answer Document**. (4 points)

### Sample Response for Question 18 (Extended Response):

The response may include any two of the following:

- Continental drift (or the movement of geographic locations such as continents) is caused by the movement of tectonic plates resulting from convection currents.
- Earthquake activity is caused by the movement/collision of tectonic plates.
- Volcanic activity, including the formation of new islands, is caused by magma rising up from Earth's interior to the surface.
- Geysers, hot springs, and geothermal energy sources result from convection currents moving heat from Earth's core to the surface.
- The rock cycle, particularly the formation of igneous and metamorphic rock, is dependent on heat energy.
- Folding and faulting is caused by applied force from shifting plates.
- Mountain building (orogeny) results from plate tectonic activity, specifically continental collisions.
- Seafloor spreading at mid-ocean ridges occurs as hot magma is forced to the surface and pushed outward (rifting).
- Subduction is caused by the collision between two plates resulting in one plate being subducted beneath the other.



## Scoring Guidelines for Question 18

| Score point | Description   |
|-------------|---|
| 4 points    | The student identifies two effects of plate tectonics and explains how plate tectonics causes each effect.  |
| 3 points    | The student identifies two effects of plate tectonics and explains how plate tectonics causes one of these effects.<br><br>OR<br><br>The student identifies two causes and one effect.  |
| 2 points    | The student identifies two effects of plate tectonics but fails to or incorrectly explains how plate tectonics causes these effects.<br><br>OR<br><br>The student identifies one effect of plate tectonics and explains how plate tectonics causes this effect.<br><br>OR<br><br>The student identifies two causes.           |
| 1 point     | The student identifies one effect of plate tectonics.<br><br>OR<br><br>The student identifies one cause.  |
| 0 points    | The student response does not meet the criteria to earn one point. The response indicates inadequate or no understanding of the task. It may only repeat information from the passage or prompt or provide incorrect or irrelevant information. The student may have written on a different topic or written, "I don't know." |

# XI. Social Studies Answer Keys and Scoring Guidelines

## Social Studies Practice Test Answer Key

| Question No. | Type              | Content Standard                        | Content Standard Benchmark | Key |
|--------------|-------------------|---|----------------------------|-----|
| 1            | Multiple Choice   | History                                 | A                          | A   |
| 2            | Multiple Choice   | Geography                               | C                          | B   |
| 3            | Multiple Choice   | Social Studies Skills and Methods       | A                          | C   |
| 4            | Multiple Choice   | Citizenship Rights and Responsibilities | B                          | B   |
| 5            | Multiple Choice   | Social Studies Skills and Methods       | B                          | C   |
| 6            | Extended Response | History                                 | B                          | E   |
| 7            | Multiple Choice   | Government                              | A                          | A   |
| 8            | Multiple Choice   | History                                 | B                          | C   |
| 9            | Multiple Choice   | Economics                               | A                          | D   |
| 10           | Multiple Choice   | People in Societies                     | A                          | A   |
| 11           | Multiple Choice   | Citizenship Rights and Responsibilities | B                          | B   |
| 12           | Short Answer      | History                                 | F                          | S   |
| 13           | Multiple Choice   | Economics                               | B                          | A   |
| 14           | Multiple Choice   | People in Societies                     | C                          | D   |
| 15           | Multiple Choice   | Social Studies Skills and Methods       | A                          | C   |
| 16           | Multiple Choice   | Geography                               | A                          | D   |
| 17           | Multiple Choice   | History                                 | F                          | B   |
| 18           | Short Answer      | Social Studies Skills and Methods       | A                          | S   |
| 19           | Multiple Choice   | Geography                               | C                          | A   |

## Question 6

Explain four effects of industrialization on living and working conditions for the early industrial working class that moved to the new industrial towns of 19th-century Britain. Write your answer in the **Answer Document**. (4 points)

### Sample Response for Question 6 (Extended Response):

Exemplar:

Industrialization demanded significant increases in the number of workers. People who moved to industrial towns to seek work were sometimes able to escape the effects of famine in rural areas. As people moved from rural to urban areas to work in factories, they swelled the population of urban areas. This resulted in living conditions that were often overcrowded, such as tenement buildings. Industrialization led to the concentration of factories in urban areas. This contributed to increased pollution as compared with rural areas. Industrialization involved the use of heavy machinery in factories. Use of this machinery created dangerous working conditions.

Other correct Individual responses:

- Industrialization resulted in manufactured goods being available at a lower cost, allowing more people to be able to afford them.
- Industrialization required many workers to live in cities where factories were located. Overcrowding in urban areas increased the likelihood for diseases to spread.
- Industrialization demanded significant increases in the number of workers. New residents in the cities taxed the urban infrastructure (lack of running water and inadequate sewage systems) and/or increased the likelihood of disease.
- Industrialization involved high uses of energy (coal), new technologies, and new processes. These resulted in various types of pollution (air, water, noise).
- Industrialization involved paying workers low wages. This led to hardships for workers in maintaining residences or paying for housing (slum conditions).

## Scoring Guidelines for Question 6

| Score point | Description   |
|-------------|---|
| 4 points    | The response accurately explains four effects of industrialization on living and/or working conditions for the early industrial working class that moved to the new industrial towns of 19th-century Britain.   |
| 3 points    | The response accurately explains three effects of industrialization on living and/or working conditions for the early industrial working class that moved to the new industrial towns of 19th-century Britain.  |
| 2 points    | The response accurately explains two effects of industrialization on living and/or working conditions for the early industrial working class that moved to the new industrial towns of 19th-century Britain.    |
| 1 point     | The response accurately explains one effect of industrialization on living and/or working conditions for the early industrial working class that moved to the new industrial towns of 19th-century Britain.     |
| 0 points    | The response does not meet any of the above criteria. The response may discuss industrialization but not make a connection to living and/or working conditions in the industrial towns of 19th-century Britain. |

## Question 12

During times of war or perceived danger to the United States, groups of Americans have been singled out as potentially disloyal to the country. For example, during World War I, patriotic support for the war led to a distrust and persecution of German-Americans. In some places, German language instruction was forbidden, and German culture and heritage were subject to discrimination.

- Identify a group of Americans that was targeted as potentially disloyal in the years between 1940 and 1985.
- Explain why this group was targeted.

Write your answer in the **Answer Document**. (2 points)

### Sample Response for Question 12 (Short Answer):

Exemplar:

During World War II, Japanese-Americans were targeted as potentially disloyal. Following the attack on Pearl Harbor by Japan, Japanese-Americans were viewed as potential spies for the Japanese government.

Other correct responses:

- Suspected communists after World War II: Fear of the spread of communism as a by-product of the Cold War led to an attempt to eliminate from public life all who might be considered communist sympathizers or supporters.
- War resisters and conscientious objectors during the Vietnam War: People who spoke out against the Vietnam War were targeted as disloyal by those who felt the war was a justified effort to assist a foreign nation avoid a communist take-over.
- Korean-Americans during the Korean conflict: Uncertainty existed as to whether or not Korean-Americans supported North Korea or were communists.
- Russian-Americans during the Cold War: Russian-Americans were feared as disloyal because they could be communist sympathizers or supporters of the Soviet Union.

## Scoring Guidelines for Question 12

| Score point | Description  |
|-------------|--|
| 2 points    | The response will correctly identify one group targeted between 1940 and 1985 as potentially disloyal. It will accurately and completely explain why this group was targeted.                          |
| 1 point     | The response will correctly identify one group targeted between 1940 and 1985 as potentially disloyal and will give a partially accurate and/or incomplete description of why this group was targeted. |
| 0 points    | The response does not meet any of the above criteria. It may offer pre-1940 examples. It may restate the World War I example. It may discuss events unrelated to the historical pattern.               |

Note: The identification of a targeted group is not to be read independently for a score point. It is a referent for the remainder of the response. Score points are only based on the accuracy and completeness of the explanation of why the correctly identified targeted group (the referent) was targeted. Responses must have a referent to be scored for any points.

## Question 18

A town is considering building a community swimming pool. At a public hearing on the issue, supporters and opponents of the pool make the following statements:

Supporters

A report by the U.S. Surgeon General emphasized the health benefits of swimming for both children and adults. A recent university study found that communities with adequate recreation facilities had lower rates of juvenile delinquency than communities that did not.

Opponents

The pool is a bad idea for many reasons. There are better, more cost-effective ways to help kids than by building a pool. The town should be spending its money on more critical issues at this time. The pool would be a complete waste of the town's money.

- Which of these two statements includes credible sources of information that uphold the statement's position?
- Why does agreement with credible sources of information help make a statement believable?

Write your answer in the **Answer Document**. (2 points)

### Sample Response for Question 18 (Short Answer):

Exemplar:

The supporter's statement includes credible sources of information that uphold the statement's position. If one trusts the sources of information cited in the statement and the statement agrees with those sources, then the statement is more believable because it is consistent with other trusted sources.

## Scoring Guidelines for Question 18

Score point    Description

2 points        The response identifies the supporters' statement as including credible sources of information and explains why agreement with credible sources makes a statement believable.

1 point        The response identifies the supporters' statement as including credible sources of information but fails to offer an adequate explanation as to why agreement with credible sources makes a statement believable.

OR

The response fails to identify the supporters' statement as including credible sources of information but does explain why agreement with credible sources makes a statement believable.

0 points        The response does not meet any of the above criteria. The response may discuss other factors that lend credibility to a source.



## XII. Writing Answer Keys and Scoring Guidelines

### Writing Practice Test Answer Key

| Question No. | Type            | Content Standard     | Content Standard Benchmark | Key |
|--------------|-----------------|----------------------|----------------------------|-----|
| 1            | Writing Prompt  | Writing Applications | E                          | P   |
| 2            | Multiple Choice | Writing Processes    | C                          | C   |
| 3            | Multiple Choice | Writing Processes    | C                          | D   |
| 4            | Multiple Choice | Writing Processes    | C                          | C   |
| 5            | Multiple Choice | Writing Processes    | E                          | A   |
| 6            | Multiple Choice | Writing Processes    | B                          | B   |
| 7            | Short Answer    | Writing Processes    | A                          | S   |

## Question 1

Some high schools require a drug test of those who want to play sports or participate in other school activities. Before adopting this policy, your superintendent has decided to ask students for their opinions.

Write to the superintendent stating your opinion. Persuade him/her to agree with your view. Write your response in the **Answer Document**. (18 points)

### Writing Applications 6-Point Rubric

- 6** This is a superior piece of writing. The prompt is directly addressed, and the response is effectively adapted to audience and purpose. It is exceptionally developed, containing compelling ideas, examples and details. The response, using a clearly evident organizational plan, actively engages the reader with a unified and coherent sequence and structure of ideas. The response consistently uses a variety of sentence structures, effective word choices and an engaging style.
- 5** This is an excellent piece of writing. The prompt is directly addressed and the response is clearly adapted to audience and purpose. It is very well-developed, containing strong ideas, examples and details. The response, using a clearly evident organizational plan, engages the reader with a unified and coherent sequence and structure of ideas. The response typically uses a variety of sentence structures, effective word choices and an engaging style.
- 4** This is an effective piece of writing. While the prompt is addressed and the response adapts to audience and purpose, there are occasional inconsistencies in the response's overall plan. The response is well-developed, containing effective ideas, examples and details. The response, using a good organizational plan, presents the reader with a generally unified and coherent sequence and structure of ideas. The response often uses a variety of sentence structures, appropriate word choices and an effective style.
- 3** This is an adequate piece of writing. While the prompt is generally addressed and the response shows an awareness of audience and purpose, there are inconsistencies in the response's overall plan. Although the response contains ideas, examples and details, they are repetitive, unevenly developed and occasionally inappropriate.

The response, using an acceptable organizational plan, presents the reader with a generally unified and coherent sequence and structure of ideas. The response occasionally uses a variety of sentence structures, appropriate word choices and an effective style.

- 2** This is a marginal piece of writing. While an attempt is made to address the prompt, the response shows at best an inconsistent awareness of audience and purpose. When ideas, examples and details are present, they are frequently repetitive, unevenly developed and occasionally inappropriate. The response, using a limited organizational plan, does not present the reader with a generally unified and coherent sequence and structure of ideas. The response is exemplified by noticeable lapses in sentence structure, use of appropriate word choices and a clear, readable style.
- 1** This is an inadequate piece of writing. There is a weak attempt made to address the prompt. The response shows little or no awareness of audience and purpose. There is little or no development of ideas, or the response is limited to paraphrasing the prompt. There is little or no evidence of organizational structure. The response is exemplified by severe lapses in sentence structure, use of appropriate word choices and a clear, readable style.
- 0** The following are categories of papers that cannot be scored: off task (complete disregard for the writing task identified by the prompt), completely illegible, in a language other than English, or no response.

## Writing Conventions 3-Point Rubric

- 3** The written response is free from errors that impair a reader's understanding and comprehension. Few errors, if any, are present in capitalization, punctuation and spelling. The writing displays a consistent understanding of grammatical conventions.
- 2** Occasional errors may impair a reader's understanding of the written response. Some capitalization, punctuation and spelling errors are present. The writing displays some understanding of grammatical conventions.
- 1** Errors are frequent and impair a reader's understanding of the written response. Numerous errors in capitalization, punctuation and spelling are present. The writing displays a minimal understanding of grammatical conventions.
- 0** The following are categories of papers that cannot be scored: completely illegible, in a language other than English, or no response.

OR

The length and complexity of the response is insufficient to demonstrate the writer has control over standard English conventions.

## Question 7

Officials in your school district are concerned that high school students are not learning as much as they could be with the current high school schedule. The officials are considering extending the school day by an hour for high school.

You are planning a letter to your principal either supporting or opposing the extension of the school day. Identify two arguments you would use to support or oppose a longer school day. Write your response in the **Answer Document**. (2 points)

### Sample Response for Question 7 (Short Answer):

Supporting:

- (1) Extending the school day would give college-bound students opportunities to take an additional course to help them prepare for college.
- (2) Students who need help with their schoolwork would have a chance to receive that help during the school day.

Opposing:

- (1) Extending the school day would be a hardship for athletes since practices and games would have to be held later in the day. Athletes would have longer days and less time at home for their schoolwork.
- (2) Many high school students take care of their younger brothers and sisters after school. With an extended high school day, these younger children would get home before their high school siblings and would spend time at home without supervision.

## Scoring Guidelines for Question 7

| Score point | Description  |
|-------------|--|
| 2 points    | Response uses two arguments appropriate to the target audience (principal) supporting or opposing the issue.       |
| 1 point     | Response uses one argument appropriate to the target audience (principal) either supporting or opposing the issue. |
| 0 points    | Response indicates no understanding of the task.   |



