



Ohio Achievement Tests



Science and Social Studies
Half-Length Practice Tests

Administration Manual



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CONTENTS

Overview of the Grade 5 Half-Length Practice Tests	3
Introduction	3
The Grade 5 Science and Social Studies Half-Length Practice Tests	3
Administering the Grade 5 Science Half-Length Practice Test	3
Description of the Test Materials	3
Materials Needed for Testing	3
Testing Room Preparation	4
Oral Script Use	4
Time Allotment	4
Procedures During Test Administration	4
Marking Instructions	4
Procedures for Students Who Require Accommodations	5
Things to Remember	5
Administering the Test	5
Script	6
Using the Test Results	7
Scoring Key	8
Question Map to Grade 5 Ohio Academic Content Standards and Benchmarks	9
Scoring Guidelines and Sample Responses for Constructed-Response Questions	11
Administering the Grade 5 Social Studies Half-Length Practice Test	25
Description of the Test Materials	25
Materials Needed for Testing	25
Testing Room Preparation	25
Oral Script Use	25
Time Allotment	25
Procedures During Test Administration	26
Marking Instructions	26
Procedures for Students Who Require Accommodations	26
Things to Remember	26

Administering the Test	27
Script	27
Using the Test Results	29
Scoring Key	30
Question Map to Grade 5 Ohio Academic Content Standards and Benchmarks	31
Scoring Guidelines and Sample Responses for Constructed-Response Questions	33

OVERVIEW OF THE GRADE 5 HALF-LENGTH PRACTICE TESTS

Introduction

This administration manual contains administration directions and scoring guidelines for Ohio’s Grade 5 Science and Social Studies Half-Length Practice Tests. It is important that you are familiar with this manual before you administer the test.

The Grade 5 Science and Social Studies Half-Length Practice Tests

The practice tests consist of test questions that are similar to those that appear on the Grade 5 Science and Social Studies Achievement Tests; however, the practice tests are only half-length versions of the achievement tests. All three types of questions (multiple choice, short answer and extended response) are used on the practice test. Not all science and social studies benchmarks appear on these practice tests.

Because the purpose of these practice tests is to familiarize you and your students with the format and types of questions on the achievement tests, you may use students’ responses to inform your own instruction and to help students with question-answering strategies. It will be useful to share with each student his or her results and to discuss, as a class, the requirements for successful answers for each question. By analyzing the tests in this way, you can help reduce students’ anxieties concerning the achievement tests.

Administration directions in this manual are very similar, but not identical, to the administration directions for the achievement tests. By following the practice test administration directions in this manual, you will help prepare yourself and your students for the actual tests.

This manual contains scoring guidelines for all the questions on the practice tests. **Please note that this manual and the practice tests are not secure booklets.** Therefore, you are encouraged to share these scoring guidelines with students so that all of you will be thoroughly familiar with what is expected for short-answer and extended-response questions.

Administering the Grade 5 Science Half-Length Practice Test

Description of the Test Materials

The Grade 5 Science Half-Length Practice Test and answer document have the same formats as the achievement test. All student work should be recorded in the answer document. By doing so, students will become familiar with answering various types of questions within the spaces provided.

Materials Needed for Testing

For the test administration, you must have the following materials available:

- Student Test Booklet for each student;
- Answer document for each student;
- A supply of sharpened No. 2 pencils (pens must **not** be used—use of pens on the operational test will result in the test **not being scored**);
- This Grade 5 Half-Length Practice Test Administration Manual;
- A watch or clock;
- Silent work for students who do not bring their own.

Students are not permitted to use reference materials when taking the practice test. (See Procedures for Students Who Require Accommodations on page 5 for information about allowable accommodations.)

Students' desks should be cleared of all materials except a pencil. When you distribute the Student Test Booklets and answer documents, keep one of each for your own use.

Testing Room Preparation

Check the testing room for possible test question "clues" prior to each testing session. Charts, maps and other materials in the classroom that could assist students with test items should be covered or removed prior to the test administration. The Ohio Academic Content Standards are helpful for determining what materials should be removed.

Give each student a workspace that is large enough to accommodate an open Student Test Booklet and an answer document. Workspaces should be cleared of all other materials. During testing, students should be separated by a reasonable distance to encourage independent work and to prevent collaboration.

Plan to provide two No. 2 pencils with erasers for each student and to have extra pencils on hand. Remind students that after their test materials have been collected, they may do their silent work. It is advisable to have some generic silent work on hand for students who forget to bring their own.

Oral Script Use

To ensure standardized administration conditions throughout Ohio, this manual contains directions that you will read to the students. These directions contain information that students need to know about the test. Please do not deviate from the oral script.

Read the script to your students, paying careful attention to the instructions to the test administrator (TA) that are inserted among the oral directions to the students. All information to be read aloud to students is printed in **bold** type. Instructions to the TA are printed in regular, nonbold type.

Time Allotment

There is **no** time limit established for this practice test. However, students will have up to two and one-half hours to complete the Grade 5 Science Achievement Test, so you might want to inform them of this important difference. You may impose your own time limit for your administration of this practice test.

Procedures During Test Administration

Marking Instructions

Students should be encouraged to complete all written exercises and questions and not leave anything blank. It is to their benefit to answer all questions and complete all written exercises.

Colored pencils may be used when needed. Highlighters are **not** recommended because of marks that have not dried or possible bleeding through the page.

Please review the following points with students on how to properly fill in the bubbles in their answer document.

- Fill in each bubble completely.
- Erase completely any marks that you wish to change.
- Avoid marking too closely to multiple-choice bubbles. On the operational test, stray marks may cause the scanner to record a response not intended.
- Use a number 2 pencil to write all responses.
- Avoid using mechanical pencils.
- Do not use an ink or ballpoint pen.

When testing has begun, check that students are marking and writing their answers in the appropriate places on their answer documents. Be careful not to interfere with the students' concentration as you check their progress.

Procedures for Students Who Require Accommodations

Appropriate accommodations in test format (e.g., large print) and test administration procedures should be made available as identified in a student's IEP or 504 Plan so that they may gain the benefit of taking the practice test.

Things to Remember

Before you begin:

- Gather and organize all necessary materials:
 - Student Test Booklets
 - Answer documents
 - Supply of sharpened No. 2 pencils (pens must **not** be used)
 - This administration manual
 - Watch or clock
 - Silent work for students who do not bring their own
- Decide when to give students breaks (if relevant) during the testing session. The time for breaks and directions is **not** included in the testing time. Students may not talk with each other during breaks.

While administering the test:

- Use the script in this manual. The script is written in **bold** type.
- You may answer questions to clarify general directions, but you may not provide prompts for individual tasks or questions. Other than the general directions, you may not read any test material to students (unless stated in an IEP or 504 plan).
- Stay in the classroom during the entire test.

After administering the test:

- Collect all Student Test Booklets and answer documents.

Administering the Test

Read aloud word for word the material that is printed in **bold** type. The material in regular type is information for you and should not be read to students. You may repeat any part of these directions as many times as needed. However, do not suggest answers and do not evaluate student work.

Students are **not** permitted to use reference materials such as print or electronic forms of dictionaries, thesauruses or spell-check software (except LEP students, who may use English and/or bilingual dictionaries). Accommodations are permitted for students with a signed IEP or 504 Plan.

Students' desks should be cleared of all materials except pencils and colored pencils (if being used) before testing begins.

After students are seated in the desired arrangement, read aloud the following script **before** distributing the Student Test Booklets and answer documents.

Script

You are now going to take the Ohio Grade 5 Science Half-Length Practice Test. It is important that you do your best work on this test. Otherwise, it will not really show how well you can do in science. You can make sure your test scores give a true picture of what you know and what you can do by doing your best on this test. Remember to do your own work. You are not to copy or share work with anyone.

You have a book to read or some work that you can do at your desk in case you finish early. I will refer to this book or work as your silent work. Place your silent work where you can find it easily, but you are not to take it out at any time during the test. After you have completed the test and I have collected your test booklet and answer document, you can take out your book or other silent work.

Make sure that you have a pencil on your desk. If you need another pencil during the test, raise your hand and I will give you one. If you need to change an answer, make sure that you completely erase the answer you do not want.

Are there any questions?

Answer any questions.

I will hand out the Student Test Booklets and answer documents now. Do not open your Student Test Booklets or answer documents until I tell you to do so.

Make sure that each student receives a Student Test Booklet and answer document and has a pencil. Hold up a Student Test Booklet and answer document. Point to the place on the covers where students are to print their names.

Print your first and last name carefully on the line provided on the covers of the Student Test Booklet and the answer document.

Allow time for students to print their names on the covers.

Turn to page 1 in your test booklet and read along as I read the directions.

Directions:

Today you will be taking the Ohio Grade 5 Science Practice Test. Three different types of questions appear on this test: multiple choice, short answer and extended response.

There are several important things to remember:

- 1. Read each question carefully. Think about what is being asked. Look carefully at graphs or diagrams because they will help you understand the question.**
- 2. For short-answer and extended-response questions, use a pencil to write your answers neatly and clearly in the space provided in the answer document. Any answers you write in the Student Test Booklet will not be scored.**

3. **Short-answer questions are worth two points. Extended-response questions are worth four points. Point values are printed near each question in your Student Test Booklet. The amount of space provided for your answers is the same for two- and four-point questions.**
4. **For multiple-choice questions, shade in the circle next to your choice in the answer document for the test question. Mark only one choice for each question. Darken completely the circles on the answer document. If you change an answer, make sure that you erase your old answer completely.**
5. **Do not spend too much time on one question. Go on to the next question and return to the question skipped after answering the remaining questions.**
6. **Check over your work when you are finished.**

If your district DOES NOT offer a break, say:

After you begin, you should continue until you see the word STOP in your Student Test Booklet. You should look over the pages of the test to make sure that you have answered all the questions. Do not continue on to, or look at, the social studies practice test. Please make sure that you have completed the entire test. When you are finished, raise your hand so that I can collect your Student Test Booklet and answer document.

If your district DOES offer a break, say:

After you begin, you should continue until you see the word STOP in your Student Test Booklet or until I announce that it is time to stop for a short break. If you see the word STOP in your Student Test Booklet, you should look over the pages of the test to make sure that you have answered all the questions. Do not continue on to, or look at, the social studies practice test. Please make sure that you have completed the entire test. When you are finished, raise your hand so that I can collect your Student Test Booklet and answer document.

Are there any questions?

Pause for students' questions.

We are now ready to begin. You may turn to page 2 of your Student Test Booklets and page 2 of your answer documents and start working.

Using the Test Results

Please review these test results with your students. The focus of this review should be on the format and types of test questions that appear on the practice test. This review will also help prepare them for the Grade 5 Science Achievement Test by alleviating their anxiety.

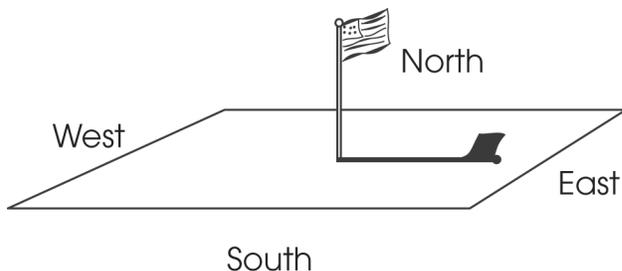
Grade 5 Science Half-Length Practice Test

Scoring Key

Question

Scoring Key

- | | |
|---|---|
| 1 | D. It evaporated |
| 2 | A. Block 1 is a different material than block 2. |
| 3 | C. It helps the butterfly scare enemies. |
| 4 | C. Butterflies help pollinate flowers so that seeds can form. |
| 5 | A. |



- | | |
|----|--|
| 6 | B. Hats slow down the thermal energy leaving their heads. |
| 7 | See scoring guidelines on page 11. |
| 8 | B. position B |
| 9 | D. graduated cylinder |
| 10 | D. to provide evidence that supports conclusions |
| 11 | See scoring guidelines on page 15. |
| 12 | C. How does fertilizer affect plant growth? |
| 13 | B. physical, because the ice cubes changed into liquid |
| 14 | D. Electricity flows through the wire, producing magnetic force. |
| 15 | C. planting grass in the field |
| 16 | B. air pressure |
| 17 | C. $X \rightarrow Y \leftarrow Z$ |
| 18 | D. Earth has lots of water. |
| 19 | See scoring guidelines on page 18. |

Examples of correct responses for the constructed-response items are included in the scoring guidelines. These examples are illustrations of common responses and do not represent the full range of strategies and possible solutions for the question.

Question Map to Grade 5 Ohio Academic Content Standards and Benchmarks

Question	Standard	Benchmark
1	Earth and Space Sciences	Analyze weather and changes that occur over a period of time.
2	Physical Science	Identify and describe the physical properties of matter in its various states.
3	Life Science	Analyze plant and animal structures and functions needed for survival and describe the flow of energy through a system that all organisms use to survive.
4	Life Science	Differentiate between the life cycles of different plants and animals.
5	Earth and Space Sciences	Explain the characteristics, cycles and patterns involving Earth and its place in the solar system.
6	Physical Science	Summarize the way changes in temperature can be produced and thermal energy transferred.
7	Scientific Inquiry	Develop, design and safely conduct scientific investigations and communicate the results.
8	Science and Technology	Describe and illustrate the design process.
9	Scientific Inquiry	Use appropriate instruments safely to observe, measure and collect data when conducting a scientific investigation.
10	Scientific Ways of Knowing	Explain the importance of keeping records of observations and investigations that are accurate and understandable.
11	Earth and Space Sciences	Summarize the processes that shape Earth's surface and describe evidence of those processes.
12	Scientific Ways of Knowing	Describe different types of investigations and use results and data from investigations to provide the evidence to support explanations and conclusions.
13	Physical Science	Compare the characteristics of simple physical and chemical changes.

Question	Standard	Benchmark
14	Physical Science	Trace how electrical energy flows through a simple electrical circuit and describe how the electrical energy can produce thermal energy, light, sound and magnetic forces.
15	Science and Technology	Describe how technology affects human life.
16	Scientific Inquiry	Use appropriate instruments safely to observe, measure and collect data when conducting a scientific investigation.
17	Physical Science	Summarize the way changes in temperature can be produced and thermal energy transferred.
18	Earth and Space Sciences	Explain the characteristics, cycles and patterns involving Earth and its place in the solar system.
19	Life Science	Analyze plant and animal structures and functions needed for survival and describe the flow of energy through a system that all organisms use to survive.

Scoring Guidelines and Sample Responses for Constructed-Response Questions

Question 7

7. A student asks, "Does the size of the wheels affect how far toy cars roll on the floor?"

The student hypothesizes that toy cars with large wheels roll farther. The student wants to make sure that the force that starts the cars moving is always the same.

In your **Answer Document**, describe or draw how the student can set up an investigation of his hypothesis.

Then, describe or draw how the student can collect data to support his hypothesis. (2 points)

Standard and Benchmark Assessed

Standard: Scientific Inquiry

Benchmark: Develop, design and safely conduct scientific investigations and communicate the results.

Rationale: This question asks students to show how to set up and collect data during an investigation designed to determine whether the size of the wheels affects how far a toy car will travel.

The response will receive full credit if the response draws or describes a way to set up an investigation so that the force starting the motion is constant AND draws or describes a method for collecting data to support the hypothesis.



Scoring Guidelines

Points

Student Response

2

The response draws or describes a way to set up this investigation so that the force starting the motion is constant AND draws or describes a method for collecting data to support the hypothesis.

1

The response draws or describes a way to set up this investigation so that the force starting the motion is constant;

OR

draws or describes a method for collecting data to support the hypothesis.

0

The response fails to demonstrate any understanding of how the student can test the hypothesis or collect data. The response does not meet the criteria required to earn 1 point. The response indicates inadequate or no understanding of the task and/or the idea or concept needed to answer the question.

SCORE POINT 2

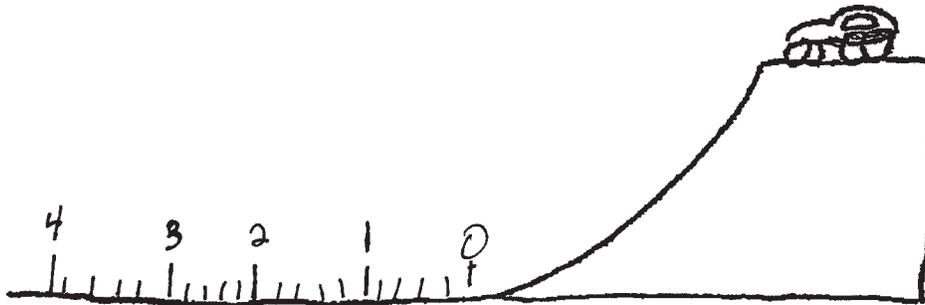
Student Sample

7. A student asks, "Does the size of the wheels affect how far toy cars roll on the floor?"

The student hypothesizes that toy cars with large wheels roll farther. The student wants to make sure that the force that starts the cars moving is always the same.

In your **Answer Document**, describe or draw how the student can set up an investigation of his hypothesis.

Then, describe or draw how the student can collect data to support his hypothesis. (2 points)



① The student can set up a ramp with the car on top. At the bottom of the ramp would be a track for the car to run on, and next to the track could be a tape measure to measure how far it will go.

② The student can run the same car with different sized wheels to see how far it goes each time.

Score Rationale

The response draws or describes a way to set up this investigation so that the force starting the motion is constant ("... **set up a ramp with the car on top. At the bottom would be a track for the car to run on.**") AND draws or describes a method for collecting data to support the hypothesis ("... **run the same car with different sized wheels to see how far it goes each time ... next to the track would be a tape measure to measure how far it will go.**") (also has a drawing to help show the ramp and track set-up to be sure cars get the same starting force and to show the location of the measuring tape for collecting data).

SCORE POINT 1

Student Sample

7. A student asks, "Does the size of the wheels affect how far toy cars roll on the floor?"

The student hypothesizes that toy cars with large wheels roll farther. The student wants to make sure that the force that starts the cars moving is always the same.

In your **Answer Document**, describe or draw how the student can set up an investigation of his hypothesis.

Then, describe or draw how the student can collect data to support his hypothesis. (2 points)

Take the same car with different sized wheels
and measure the length it goes.

Size of wheels	length traveled

Score Rationale

The response fails to draw or describe a way to set up this investigation so that the force starting the motion is constant (*The response does not show evidence of a set-up*) BUT describes a method for collecting data to support the hypothesis ("**Take the same car with different size wheels and measure the length it goes.**") (*a chart was also included that shows how the data collected during an investigation would be recorded*).

SCORE POINT 0

Student Sample

7. A student asks, "Does the size of the wheels affect how far toy cars roll on the floor?"

The student hypothesizes that toy cars with large wheels roll farther. The student wants to make sure that the force that starts the cars moving is always the same.

In your **Answer Document**, describe or draw how the student can set up an investigation of his hypothesis.

Then, describe or draw how the student can collect data to support his hypothesis. (2 points)

He could have other people vote then bring in some toy cars as a example. Then add up the data.

Score Rationale

The response fails to demonstrate any understanding of how the student can test the hypothesis or collect data. The response fails to draw or describe a way to set up this investigation so that the force starting the motion is constant ("**He could have other people vote then bring in some toy cars as a example.**") AND fails to describe a method for collecting data to support the hypothesis ("**Then add up the data.**") (*does not describe the measurement of different distances*).

Question 11

11. The picture shows evidence that different natural processes shape the canyon over time.

In your **Answer Document**, identify one natural process that could have helped shape the canyon in the picture and describe evidence of this process. (2 points)

Standard and Benchmark Assessed

Standard: Earth and Space Sciences

Benchmark: Summarize the processes that shape Earth's surface and describe evidence of those processes.

Rationale: This question asks students to identify one natural process that changes Earth's surface AND correctly describe evidence of that process from the picture of the canyon and the river.

The response will receive full credit if the response correctly identifies a natural process that helped shape the canyon shown and described evidence of that process from the picture.



Scoring Guidelines

Points

Student Response

2

The response correctly identifies one natural process that could have helped shape the canyon AND correctly describes evidence of that process from the picture of the canyon and river.

1

The response only demonstrates partial understanding of how natural processes change Earth's surface. The response correctly identifies one process but does not describe evidence from the picture related to that process;

OR

correctly describes evidence of a change but does not identify a process that could have caused the change;

OR

correctly identifies a natural process that can form canyons with a description of evidence of the process that is not specific to the canyon shown.

0

The response fails to demonstrate any understanding of how natural processes change Earth's surface. The response does not meet the criteria required to earn 1 point. The response indicates inadequate or no understanding of the task and/or the idea or concept needed to answer the question.

SCORE POINT 2

Student Sample

11. The picture shows evidence that different natural processes shape the canyon over time.

In your **Answer Document**, identify one natural process that could have helped shape the canyon in the picture and describe evidence of this process. (2 points)

I think one natural
process was a landslide
because of the curved
slope by the rocks,
The rock could have
been in the rockside

Score Rationale

The response correctly identifies one natural process that could have helped shape the canyon (**landslide**) AND correctly describes evidence of that process from the picture of the canyon and river (“... **because of the curved slope by the rocks,**”).

SCORE POINT 1

Student Sample

11. The picture shows evidence that different natural processes shape the canyon over time.

In your **Answer Document**, identify one natural process that could have helped shape the canyon in the picture and describe evidence of this process. (2 points)

I could have been wind if blew very hard.

Score Rationale

The response correctly identifies one natural process that could have helped shape the canyon (“**I could have been wind if blew very hard.**”) (*wind erosion*) BUT fails to correctly describe evidence of that process from the picture of the canyon and river.

SCORE POINT 0

Student Sample

11. The picture shows evidence that different natural processes shape the canyon over time.

In your **Answer Document**, identify one natural process that could have helped shape the canyon in the picture and describe evidence of this process. (2 points)

The rock help out a lot with the process because with the rock the water goes through the river smoother.

Score Rationale

The response does not demonstrate any understanding of how natural processes change Earth’s surface. The response fails to correctly identify one natural process that could have helped shape the canyon (**rock**) AND fails to correctly describe evidence of that process from the picture of the canyon and river (“... **because with the rock the water goes through the river smoother.**”).

Question 19

19. A class observed grasshoppers, frogs, mice, snakes, and owls in a grassy field. They are all part of the same food web. Students combined their observations of what the organisms eat in the table.

What Eats What

Organism	Food Eaten
grasshopper	grass
mouse	grass, grasshoppers
frog	grasshoppers
snake	grasshoppers, mice, frogs
owl	grasshoppers, mice, frogs, snakes

In your **Answer Document**, draw a food web with four of these organisms.

When drawing the food web, be sure to use the names of the four organisms and draw arrows to trace the energy flow among the organisms. (4 points)

Standard and Benchmark Assessed

Standard: Life Science

Benchmark: Analyze plant and animal structures and functions needed for survival and describe the flow of energy through a system that all organisms use to survive.

Rationale: This question asks students to trace and describe the flow of energy through a food web consisting of four organisms.

The response will receive full credit if the response represents a complete food web showing the interrelationships of four named organisms. The arrows' positions and directions trace the flow of energy through the food web.



Scoring Guidelines

Points

Student Response

4

The response provides a complete food web drawing, which includes four combinations of organisms. The food web uses the names of four organisms and shows all relationships among the organisms identified. The arrows are drawn in the correct direction to show the organization and flow of energy among the organisms.

(continued on following page)

Points

Student Response

3

The response shows an essential understanding of the task by showing food web organism names for all four organisms, but it includes one category of mistake.

The categories of mistakes include:

- omission of arrows;
- arrow(s) pointing in the wrong direction;
- arrow(s) between two organisms that do not share a feeding relationship;
- conflicting arrow (e.g., two-headed arrows, two arrows pointing in both directions between two organisms).

2

The response shows a partial understanding of the task by providing some evidence of understanding two food chains. The response names four organisms, but it includes an omission and one other category of mistake OR provides a perfectly correct food chain composed of more than two organisms.

1

The response omits significant aspects of the food web, showing a limited understanding of the task by showing one food chain in the web. The response provides a correct feeding relationship between two organisms (the feeding relationship does not have to begin with a producer) OR an incorrect food chain with three or more organisms.

0

The response fails to demonstrate any understanding of the feeding relationships among organisms. The response does not meet the criteria required to earn 1 point. The response indicates inadequate or no understanding of the task and/or the idea or concept needed to answer the item.

SCORE POINT 4

Student Sample

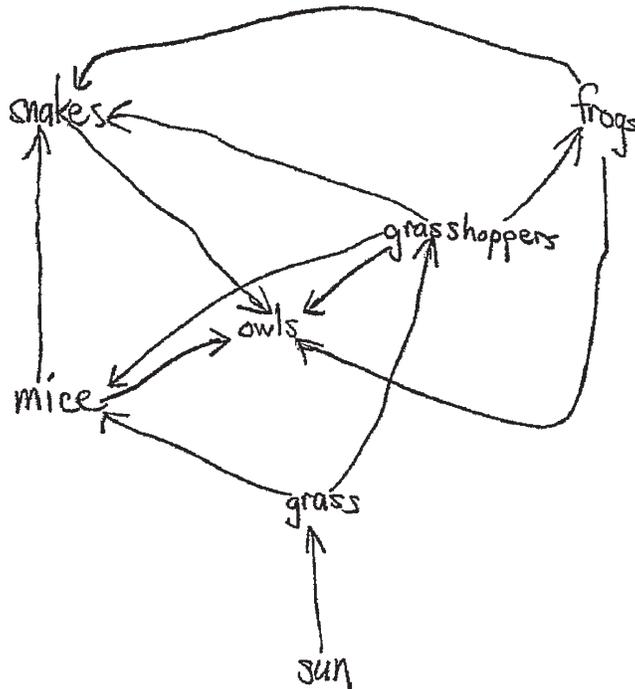
19. A class observed grasshoppers, frogs, mice, snakes, and owls in a grassy field. They are all part of the same food web. Students combined their observations of what the organisms eat in the table.

What Eats What

Organism	Food Eaten
grasshopper	grass
mouse	grass, grasshoppers
frog	grasshoppers
snake	grasshoppers, mice, frogs
owl	grasshoppers, mice, frogs, snakes

In your **Answer Document**, draw a food web with four of these organisms.

When drawing the food web, be sure to use the names of the four organisms and draw arrows to trace the energy flow among the organisms. (4 points)



Score Rationale

The response provides a complete food web drawing, which includes at least four combinations of organisms. The food web uses the names of at least four organisms, including a producer (**grass**), and shows all relationships among the organisms identified. The arrows are drawn in the correct direction to show the organization and flow of energy among the organisms.

SCORE POINT 3

Student Sample

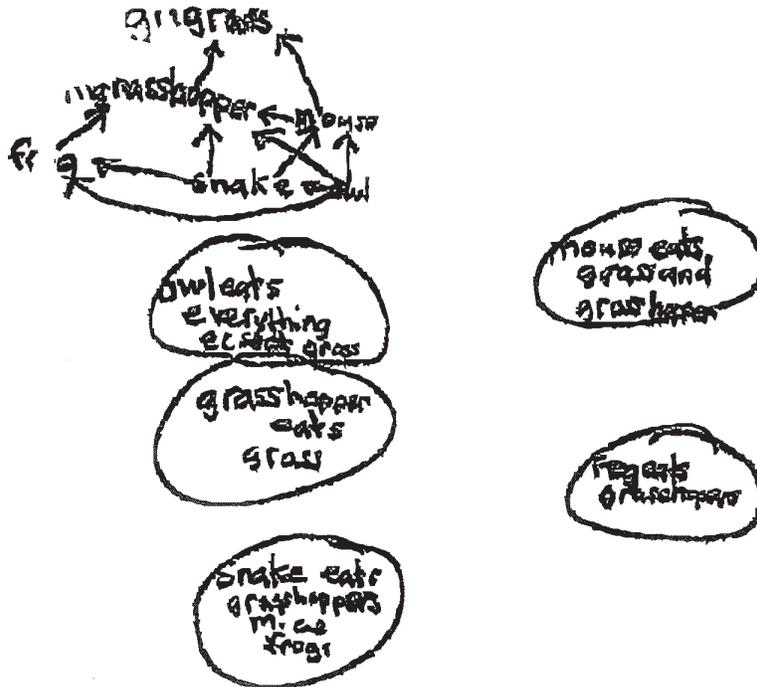
19. A class observed grasshoppers, frogs, mice, snakes, and owls in a grassy field. They are all part of the same food web. Students combined their observations of what the organisms eat in the table.

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Organism	Food Eaten
grasshopper	grass
mouse	grass, grasshoppers
frog	grasshoppers
snake	grasshoppers, mice, frogs
owl	grasshoppers, mice, frogs, snakes

In your **Answer Document**, draw a food web with four of these organisms.

When drawing the food web, be sure to use the names of the four organisms and draw arrows to trace the energy flow among the organisms. (4 points)



Score Rationale

The response provides a food web drawing, which includes at least four combinations of organisms. The food web uses the names of at least four organisms, including a producer (**grass**), and shows all relationships among the organisms identified. The response contains one category of mistake (the arrows are pointing in the wrong direction).

SCORE POINT 2

Student Sample

19. A class observed grasshoppers, frogs, mice, snakes, and owls in a grassy field. They are all part of the same food web. Students combined their observations of what the organisms eat in the table.

What Eats What

Organism	Food Eaten
grasshopper	grass
mouse	grass, grasshoppers
frog	grasshoppers
snake	grasshoppers, mice, frogs
owl	grasshoppers, mice, frogs, snakes

In your **Answer Document**, draw a food web with four of these organisms.

When drawing the food web, be sure to use the names of the four organisms and draw arrows to trace the energy flow among the organisms. (4 points)

Grass → Grasshopper → Mouse → Snake → Owl.

Score Rationale

The response demonstrates a partial understanding of the task by providing some evidence of understanding a food chain. The response provides a producer (**grass**) but fails to provide an interrelationship required for it to be a food web. The response provides a correct drawing of a food chain with no other category of mistake.

SCORE POINT 1

Student Sample

19. A class observed grasshoppers, frogs, mice, snakes, and owls in a grassy field. They are all part of the same food web. Students combined their observations of what the organisms eat in the table.

What Eats What

Organism	Food Eaten
grasshopper	grass
mouse	grass, grasshoppers
frog	grasshoppers
snake	grasshoppers, mice, frogs
owl	grasshoppers, mice, frogs, snakes

In your **Answer Document**, draw a food web with four of these organisms.

When drawing the food web, be sure to use the names of the four organisms and draw arrows to trace the energy flow among the organisms. (4 points)

grasshopper → mouse → frog → snake → owl

Score Rationale

The response demonstrates a partial understanding of the task by providing some evidence of understanding a food chain. The response provides a correct drawing of a food chain but includes one other category of mistake (wrong interrelationship; mouse → frog).

SCORE POINT 0

Student Sample

19. A class observed grasshoppers, frogs, mice, snakes, and owls in a grassy field. They are all part of the same food web. Students combined their observations of what the organisms eat in the table.

What Eats What

Organism	Food Eaten
grasshopper	grass
mouse	grass, grasshoppers
frog	grasshoppers
snake	grasshoppers, mice, frogs
owl	grasshoppers, mice, frogs, snakes

In your **Answer Document**, draw a food web with four of these organisms.

When drawing the food web, be sure to use the names of the four organisms and draw arrows to trace the energy flow among the organisms. (4 points)

owl → snake → frog → mouse → grasshopper

Score Rationale

The response fails to demonstrate any understanding of the feeding relationship among organisms. The response fails to provide a drawing of the food web. A worded response is not given credit.

Administering the Grade 5 Social Studies Half-Length Practice Test

Description of the Test Materials

The Grade 5 Social Studies Half-Length Practice Test and answer document have the same formats as the achievement test. All student work should be recorded in the answer document. By doing so, students will become familiar with answering various types of questions within the spaces provided.

Materials Needed for Testing

For the test administration, you must have the following materials available:

- Student Test Booklet for each student;
- Answer document for each student;
- A supply of sharpened No. 2 pencils (pens must **not** be used—use of pens on the operational test will result in the test **not being scored**);
- This Grade 5 Half-Length Practice Test Administration Manual;
- A watch or clock;
- Silent work for students who do not bring their own.

Students are not permitted to use reference materials when taking the practice test. (See Procedures for Students Who Require Accommodations on page 26 for information about allowable accommodations.)

Students' desks should be cleared of all materials except a pencil. When you distribute the Student Test Booklets and answer documents, keep one of each for your own use.

Testing Room Preparation

Check the testing room for possible test question “clues” prior to each testing session. Charts, maps and other materials in the classroom that could assist students with test items should be covered or removed prior to the test administration. The Ohio Academic Content Standards are helpful for determining what materials should be removed.

Give each student a workspace that is large enough to accommodate an open Student Test Booklet and an answer document. Workspaces should be cleared of all other materials. During testing, students should be separated by a reasonable distance to encourage independent work and to prevent collaboration.

Plan to provide two No. 2 pencils with erasers for each student and to have extra pencils on hand. Remind students that after their test materials have been collected, they may do their silent work. It is advisable to have some generic silent work on hand for students who forget to bring their own.

Oral Script Use

To ensure standardized administration conditions throughout Ohio, this manual contains directions that you will read to the students. These directions contain information that students need to know about the test. Please do not deviate from the oral script.

Read the script to your students, paying careful attention to the instructions to the test administrator (TA) that are inserted among the oral directions to the students. All information to be read aloud to students is printed in **bold** type. Instructions to the TA are printed in regular, nonbold type.

Time Allotment

There is **no** time limit established for this practice test. However, students will have up to two and one-half hours to complete the Grade 5 Social Studies Achievement Test, so you might want to inform them of this important difference. You may impose your own time limit for your administration of this practice test.

Procedures During Test Administration

Marking Instructions

Students should be encouraged to complete all written exercises and questions and not leave anything blank. It is to their benefit to answer all questions and complete all written exercises.

Colored pencils may be used when needed. Highlighters are **not** recommended because of marks that have not dried or possible bleeding through the page.

Please review the following points with students on how to properly fill in the bubbles in their answer document.

- Fill in each bubble completely.
- Erase completely any marks that you wish to change.
- Avoid marking too closely to multiple-choice bubbles. On the operational test, stray marks may cause the scanner to record a response not intended.
- Use a number 2 pencil to write all responses.
- Avoid using mechanical pencils.
- Do not use an ink or ballpoint pen.

When testing has begun, check that students are marking and writing their answers in the appropriate places on their answer documents. Be careful not to interfere with the students' concentration as you check their progress.

Procedures for Students Who Require Accommodations

Appropriate accommodations in test format (e.g., large print) and test administration procedures should be made available as identified in a student's IEP or 504 Plan so that they may gain the benefit of taking the practice test.

Things to Remember

Before you begin:

- Gather and organize all necessary materials:
 - Student Test Booklets
 - Answer documents
 - Supply of sharpened No. 2 pencils (pens must **not** be used)
 - This administration manual
 - Watch or clock
 - Silent work for students who do not bring their own
- Decide when to give students breaks (if relevant) during the testing session. The time for breaks and directions is **not** included in the testing time. Students may not talk with each other during breaks.

While administering the test:

- Use the script in this manual. The script is written in **bold** type.
- You may answer questions to clarify general directions, but you may not provide prompts for individual tasks or questions. Other than the general directions, you may not read any test material to students (unless stated in an IEP or 504 plan).
- Stay in the classroom during the entire test.

After administering the test:

- Collect all Student Test Booklets and answer documents.

Administering the Test

Read aloud word for word the material that is printed in **bold** type. The material in regular type is information for you and should not be read to students. You may repeat any part of these directions as many times as needed. However, do not suggest answers and do not evaluate student work.

Students are **not** permitted to use reference materials such as print or electronic forms of dictionaries, thesauruses or spell-check software (except LEP students, who may use English and/or bilingual dictionaries). Accommodations are permitted for students with a signed IEP or 504 Plan.

Students' desks should be cleared of all materials except pencils and colored pencils (if being used) before testing begins.

After students are seated in the desired arrangement, read aloud the following script **before** distributing the Student Test Booklets and answer documents.

Script

You are now going to take the Ohio Grade 5 Social Studies Half-Length Practice Test. It is important that you do your best work on this test. Otherwise, it will not really show how well you can do in social studies. You can make sure your test scores give a true picture of what you know and what you can do by doing your best on this test. Remember to do your own work. You are not to copy or share work with anyone.

You have a book to read or some work that you can do at your desk in case you finish before everyone else. I will refer to this book or work as your silent work. Place your silent work where you can find it easily, but you are not to take it out at any time during the test. After you have completed the test and I have collected your Student Test Booklet and answer document, you can take out your book or other silent work.

Make sure that you have a pencil on your desk. If you need another pencil during the test, raise your hand and I will give you one. If you need to change an answer, make sure that you completely erase the answer you do not want.

Are there any questions?

Answer any questions.

I will hand out the Student Test Booklets and answer documents. Do not open your Student Test Booklet or answer document until I tell you to do so.

Make sure that each student receives a Student Test Booklet and answer document, and has a pencil. Hold up a Student Test Booklet and answer document. Point to the place on the covers where students are to print their names.

Print your first and last name carefully on the line provided on the covers of the Student Test Booklet and answer document.

Allow time for students to print their names on the covers.

Turn to page 17 in your Student Test Booklet and read along as I read the directions.

Directions:

Today you will be taking the Ohio Grade 5 Social Studies Practice Test. Three different types of questions appear on this test: multiple choice, short answer and extended response.

There are several important things to remember:

1. Read each question carefully. Think about what is being asked. Look carefully at graphs or diagrams because they will help you understand the question.
2. For short-answer and extended-response questions, use a pencil to write your answers neatly and clearly in the space provided in the answer document. Any answers you write in the Student Test Booklet will not be scored.
3. Short-answer questions are worth two points. Extended-response questions are worth four points. Point values are printed near each question in your Student Test Booklet. The amount of space provided for your answers is the same for two- and four-point questions.
4. For multiple-choice questions, shade in the circle next to your choice in the answer document for the test question. Mark only one choice for each question. Darken completely the circles on the answer document. If you change an answer, make sure that you erase your old answer completely.
5. Do not spend too much time on one question. Go on to the next question and return to the question skipped after answering the remaining questions.
6. Check over your work when you are finished.

If your district DOES NOT offer a break, say:

After you begin, you should continue until you see the word STOP in your Student Test Booklet. You should look over the pages of the test to make sure that you have answered all the questions. Please make sure that you have completed the entire test. When you are finished, raise your hand so that I can collect your Student Test Booklet and answer document.

If your district DOES offer a break, say:

After you begin, you should continue until you see the word STOP in your Student Test Booklet or until I announce that it is time to stop for a short break. If you see the word STOP in your Student Test Booklet, you should look over the pages of the test to make sure that you have answered all the questions. Please make sure that you have completed the entire test. When you are finished, raise your hand so that I can collect your Student Test Booklet and answer document.

Are there any questions?

Pause for students' questions.

We are now ready to begin. You may turn to page 18 of your Student Test Booklets and page 6 of your answer documents and start working.

Using the Test Results

Please review these test results with your students. The focus of this review should be on the format and types of test questions that appear on the practice test. This review will also help prepare them for the Grade 5 Social Studies Achievement Test by alleviating their anxiety.

Grade 5 Social Studies Half-Length Practice Test

Scoring Key

Question	Scoring Key
1	B. Many American Indians left the eastern and southern parts of Ohio.
2	C. Students work together to improve the environment.
3	B. A new grocery store opens in Westville.
4	See scoring guidelines on page 33.
5	D. manufacturing
6	A. The company will be unable to earn money from selling lawn chairs.
7	C. owning slaves
8	See scoring guidelines on page 39.
9	C. They both hunted animals with handmade weapons.
10	D. freedom of speech and freedom of the press
11	B. Cincinnati
12	C. Ireland
13	See scoring guidelines on page 43.
14	C. The company can make cars more quickly for less money.
15	D. page 64
16	A. Rocky Mountains
17	B. People are the true source of political power.
18	D. to give information about the Wright brothers
19	D. Spain

Examples of correct responses for the constructed-response items are included in the scoring guidelines. These examples are illustrations of common responses and do not represent the full range of strategies and possible solutions for the question.

Question Map to Grade 5 Ohio Academic Content Standards and Benchmarks

Question	Standard	Benchmark
1	History	B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict.
2	Citizenship Rights and Responsibilities	A. Explain how citizens take part in civic life in order to promote the common good.
3	Economics	C. Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade.
4	Geography	C. Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences.
5	Social Studies Skills and Methods	B. Use a variety of sources to organize information and draw inferences.
6	Economics	A. Explain the opportunity costs involved in the allocation of scarce productive resources.
7	History	C. Explain how new developments led to the growth of the United States.
8	Social Studies Skills and Methods	D. Use problem-solving skills to make decisions individually and in groups.
9	People in Societies	A. Compare practices and products of North American cultural groups.
10	Citizenship Rights and Responsibilities	B. Identify rights and responsibilities of citizenship in the United States that are important for preserving democratic government.
11	Geography	A. Use map elements or coordinates to locate physical and human features of North America.
12	People in Societies	B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.

Question	Standard	Benchmark
13	History	A. Construct time lines to demonstrate an understanding of units of time and chronological order.
14	Economics	B. Explain why entrepreneurship, capital goods, technology, specialization and division of labor are important in the production of goods and services.
15	Social Studies Skills and Methods	A. Obtain information from a variety of primary and secondary sources using the component parts of the source.
16	Geography	B. Identify the physical and human characteristics of places and regions in North America.
17	Government	B. Give examples of documents that specify the structure of state and national governments in the United States and explain how these documents foster self-government in a democracy.
18	Social Studies Skills and Methods	B. Use a variety of sources to organize information and draw inferences.
19	Geography	D. Analyze ways that transportation and communication relate to patterns of settlement and economic activity.

Scoring Guidelines and Sample Responses for Constructed-Response Questions

Question 4

4. Before Europeans settled in Ohio, forests covered most of the area. Today, much of that forest is gone.

In your **Answer Document**, identify two ways that settlers or later Ohioans used the forests.

Then choose one of the ways and explain a positive consequence and a negative consequence of using the forest that way. (4 points)

Standard and Benchmark Assessed

Standard: Geography

Benchmark: Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences.

Rationale: This question asks students to identify ways settlers or later Ohioans used forests and to explain positive and negative consequences of forest use. To earn full credit, the student must identify two ways that settlers or later Ohioans have used Ohio's forests and explain one positive consequence and one negative consequence of one selected way of using the forest.



Scoring Guidelines

Exemplar:

- Two ways the settlers used the forests were that they cleared the land for *farming* and used timber from the forests to *build houses* and other buildings. A positive consequence for clearing the forest for farming was that it gave people food to eat. A negative consequence was that animals lost their habitat.

Other Correct Responses may include but are not limited to:

Uses of forests:

- Trees have been used to produce pulp/paper/furniture, chemicals or other industrial/consumer products.
- Forests have been used for tourism and recreation.
- Settlers and others used the forests as a source of food and medicine by hunting and gathering.
- Forests provided firewood/fuel.

Positive consequences:

- Using the forest to build houses provided shelter/warmth.
- People could get jobs in industries that use raw materials from forests.
- People could get jobs in the woods in forestry, logging, tourism, and related industries.
- Land cleared of trees could be used for highways, canals, factories, and other construction, which benefit humans.
- Settlers and others could have a better food/diet/health because of game, nuts and herbs hunted or gathered for food and medicine by settlers.
- Using forests for firewood provided warmth.

Negative consequences:

- Ohio’s slow-growing hardwoods that produce important products cannot be renewed quickly. Clear-cutting may produce shortages of timber.
- Erosion may result when hilly forested land is cleared.
- Certain species of animals and plants may become endangered when their forest habitat is changed or destroyed.
- Forests are big producers of oxygen, and big users of carbon dioxide. Removing forests may contribute to poor air quality/relative oxygen depletion.
- Do NOT accept: “Forests are gone.” Provided in prompt.

Points	Student Response
4	The response accurately identifies TWO ways settlers or later Ohioans have used Ohio’s forests and explains one positive consequence AND one negative consequence of one selected way of using the forest.
3	The response accurately identifies TWO ways Ohioans have used the forests and fully explains either one positive or one negative consequence of the selected use. OR The response accurately identifies ONE way Ohioans have used forests and fully explains one positive and one negative consequence of that use.
2	The response accurately identifies TWO ways Ohioans have used the forests but does not explain a consequence of using the forests. OR The response accurately identifies ONE way Ohioans have used the forests and explains either a positive or a negative consequence of that use.
1	The response accurately identifies ONE way Ohioans have used the forests but provides no explanations of consequences.
0	The response does not meet the criteria required to earn 1 point. The response indicates inadequate or no understanding of the task and/or the idea or concept needed to answer the item. It may only repeat information given in the test item. The response may provide an incorrect solution/response, and the provided supporting information may be totally irrelevant to the item, or possibly, no other information is shown. The student may have written on a different topic or written “I don’t know.”

SCORE POINT 4

Student Sample

4. Before Europeans settled in Ohio, forests covered most of the area. Today, much of that forest is gone.

In your **Answer Document**, identify two ways that settlers or later Ohioans used the forests.

Then choose one of the ways and explain a positive consequence and a negative consequence of using the forest that way. (4 points)

- 1.
- They used trees for building houses, boats, and weapons.
 - Also we use them to make furniture and paper.

2. Back then wood from trees was very important. It was one of the biggest, or maybe the only, resource to build houses with. This is good because they some good material or structure to build protective, comfortable homes with. Bad, because they use a lot of the trees. Trees provide oxygen. And they are cutting down the amount of oxygen.

Score Rationale

The student received 4 points because he or she correctly identified two ways that settlers or later Ohioans used Ohio's forests and explained one positive consequence AND one negative consequence of one selected way of using the forest: "... building houses, boats and weapons... furniture and paper," "This is good because they some good material or sructere to build protective, comfortable homes with" and "Bad, because they use a lot of the trees. Trees provide oxygen. And they are cutting down the amount of oxygen." Note that although this student listed more than two ways Ohioans used forests, credit can be given for only two uses.

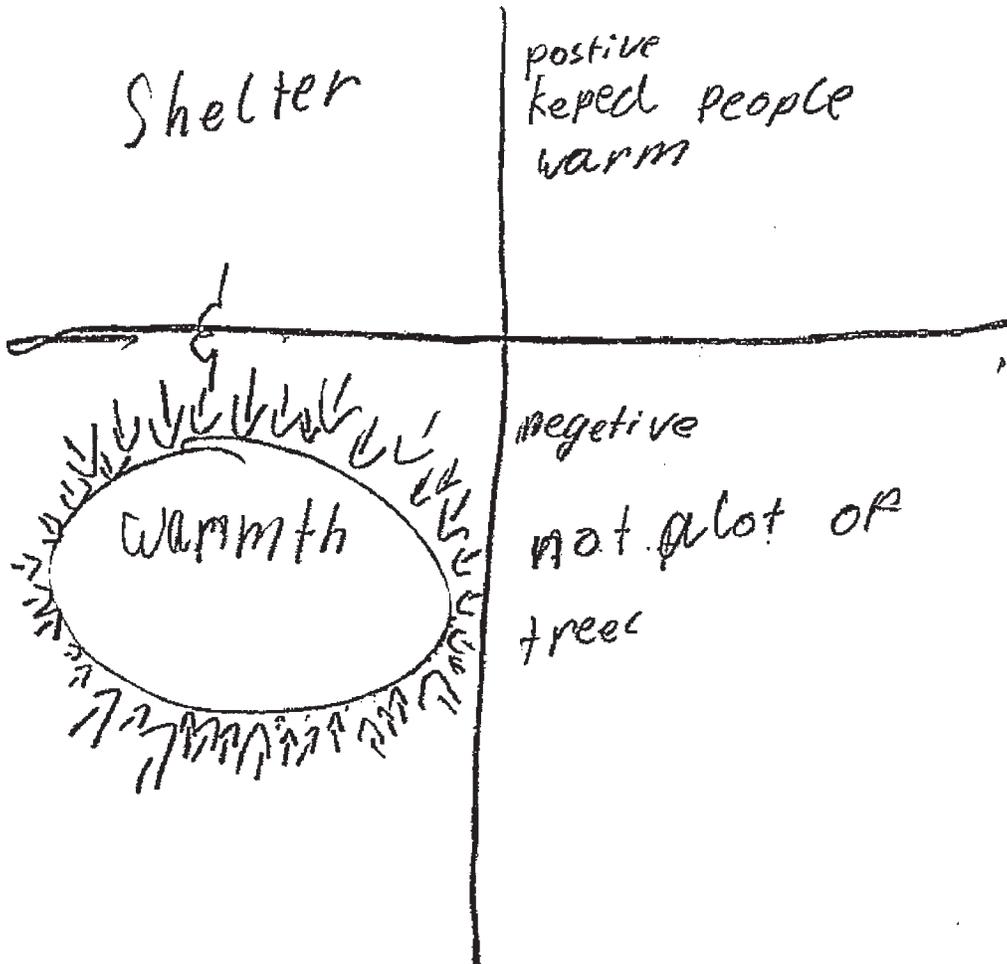
SCORE POINT 3

Student Sample

4. Before Europeans settled in Ohio, forests covered most of the area. Today, much of that forest is gone.

In your **Answer Document**, identify two ways that settlers or later Ohioans used the forests.

Then choose one of the ways and explain a positive consequence and a negative consequence of using the forest that way. (4 points)



Score Rationale

The student received 3 points because he or she correctly identified two ways settlers or later Ohioans used Ohio's forests and explained one positive consequence of one selected way of using the forest: "shelter," "warmth," and "kep[er]d people warm." Note that "not a lot of trees" was not given credit as a negative consequence because it refers back to the prompt (forests are gone) and needs further explanation.

SCORE POINT 2

Student Sample

4. Before Europeans settled in Ohio, forests covered most of the area. Today, much of that forest is gone.

In your **Answer Document**, identify two ways that settlers or later Ohioans used the forests.

Then choose one of the ways and explain a positive consequence and a negative consequence of using the forest that way. (4 points)

Ohioans used the forest to build houses
and other things. When they cut down
the trees many animals lost their home.

Score Rationale

The student received 2 points because he or she correctly identified one way settlers or later Ohioans used Ohio's forests and explained one negative consequence of using the forest: "to build houses" and "when they cut down the trees many animals lost their home." Note that "other things" was too vague to give credit. The student did not provide a positive consequence.

SCORE POINT 1

Student Sample

4. Before Europeans settled in Ohio, forests covered most of the area. Today, much of that forest is gone.

In your **Answer Document**, identify two ways that settlers or later Ohioans used the forests.

Then choose one of the ways and explain a positive consequence and a negative consequence of using the forest that way. (4 points)

To make ~~the~~ camp fires or other stuff

Score Rationale

The student received 1 point because he or she correctly identified one way settlers or later Ohioans used Ohio's forests: "to make campfires." Note that "other stuff" was too vague to give credit. The student did not provide a positive or a negative consequence.

SCORE POINT 0

Student Sample

4. Before Europeans settled in Ohio, forests covered most of the area. Today, much of that forest is gone.

In your **Answer Document**, identify two ways that settlers or later Ohioans used the forests.

Then choose one of the ways and explain a positive consequence and a negative consequence of using the forest that way. (4 points)

The positive way would be planting more trees the negative way would be cutting them down.

Score Rationale

The student received no points because he or she did not identify any ways settlers or later Ohioans used forests. Since there was no identification, the consequences could not be explained. Note that even if the student had provided two uses of forests, "planting more trees" is a preservation of forests not a positive consequence, and "cutting them down" is too vague to give credit as a negative consequence.

Question 8

8. Flagstone Middle School pays for new band instruments with profits from its vending machines. The biggest seller is Monster Cola. But a recent study reports that drinks with caffeine, such as Monster Cola, may cause children’s sleep problems. Flagstone’s principal wants to remove Monster Cola and other caffeinated drinks from the school’s vending machines.

In your **Answer Document**, identify one possible disadvantage of the principal’s decision and explain why it is a disadvantage. (2 points)

Standard and Benchmark Assessed

Standard: Social Studies Skills and Methods

Benchmark: Use problem-solving skills to make decisions individually and in groups.

Rationale: This question asks students to identify a disadvantage to removing Monster Cola and other caffeinated drinks from the school’s vending machine and explain why it is a disadvantage. To earn full credit, the student must identify one disadvantage and explain why it is a disadvantage.



Scoring Guidelines

Exemplar:

- If the school bans Monster Cola, students may buy fewer drinks from the vending machines. Then the band will not be able to afford as many new instruments.

Other Correct Responses may include but are not limited to:

- Banning Monster Cola may irritate kids without changing what they drink. If they don’t find Monster Cola in the vending machines, they will bring it in their lunchboxes or run to the store.
- Banning Monster Cola may encourage kids to leave school property to get it. This will increase the risk of traffic accidents or absences.
- Banning Monster Cola may not solve kids’ sleep problems. Students may buy Monster Cola because they don’t sleep well at night and it helps them stay awake in class. Caffeinated drinks may be a symptom rather than a cause of sleep problems. More students will be sleepy in class and do poorly.

Points	Student Response
2	The response correctly identifies a disadvantage and adequately explains why it is a disadvantage.
1	The response correctly identifies a disadvantage but does not adequately explain why it is a disadvantage.
0	The response does not meet the criteria required to earn 1 point. The response indicates inadequate or no understanding of the task and/or the idea or concept needed to answer the item. It may only repeat information given in the test item. The response may provide an incorrect solution/response, and the provided supportive information may be totally irrelevant to the item, or possibly, no other information is shown. The student may have written on a different topic or written “I don’t know.”

SCORE POINT 2

Student Sample

8. Flagstone Middle School pays for new band instruments with profits from its vending machines. The biggest seller is Monster Cola. But a recent study reports that drinks with caffeine, such as Monster Cola, may cause children's sleep problems. Flagstone's principal wants to remove Monster Cola and other caffeinated drinks from the school's vending machines.

In your **Answer Document**, identify one possible disadvantage of the principal's decision and explain why it is a disadvantage. (2 points)

A possible disadvantage of the Principal's decision is not having his biggest seller in the vending machines. It is a disadvantage because the drink that gets his/her school the most money would be gone and then they might not be able to buy band instruments.

Score Rationale

The student received 2 points because he or she correctly identified one disadvantage of the principal's decision and explained why it was a disadvantage: "is not having his biggest seller in the vending machines ... because the drink that gets ... the most money would be gone and then they might not be able to buy band instruments."

SCORE POINT 1

Student Sample

8. Flagstone Middle School pays for new band instruments with profits from its vending machines. The biggest seller is Monster Cola. But a recent study reports that drinks with caffeine, such as Monster Cola, may cause children's sleep problems. Flagstone's principal wants to remove Monster Cola and other caffeinated drinks from the school's vending machines.

In your **Answer Document**, identify one possible disadvantage of the principal's decision and explain why it is a disadvantage. (2 points)

The disadvantage is kids
might stop buying stuff
from the machine because kids don't
want to have healthy things they
want to rot their teeth out.

Score Rationale

The student received 1 point because he or she correctly identified one disadvantage of the principal's decision: "kids might stop buying stuff from the machine." The student did not provide an explanation of this disadvantage. Note that "kids don't want to have healthy things they want to rot their teeth out" is not an explanation of a disadvantage.

SCORE POINT 0

Student Sample

8. Flagstone Middle School pays for new band instruments with profits from its vending machines. The biggest seller is Monster Cola. But a recent study reports that drinks with caffeine, such as Monster Cola, may cause children's sleep problems. Flagstone's principal wants to remove Monster Cola and other caffeinated drinks from the school's vending machines.

In your **Answer Document**, identify one possible disadvantage of the principal's decision and explain why it is a disadvantage. (2 points)

The kids will be thirsty, they
need caffeine not sleep.

Score Rationale

The student received no points because he or she did not identify a disadvantage or explain it. Note that "The kids will be thirsty" was considered an absolute statement. There will still be other drinks in the machine, so this was not considered a disadvantage.

Question 13

13. In your Answer Document, construct a time line that has evenly spaced intervals of time and label them. (2 points)

Place these events on the time line in the correct order:

- 1803 – Ohio becomes the 17th state
- 1763 – Treaty of Paris is signed
- 1787 – Northwest Territory is formed
- 1795 – Treaty of Greenville is signed

Standard and Benchmark Assessed

Standard: History

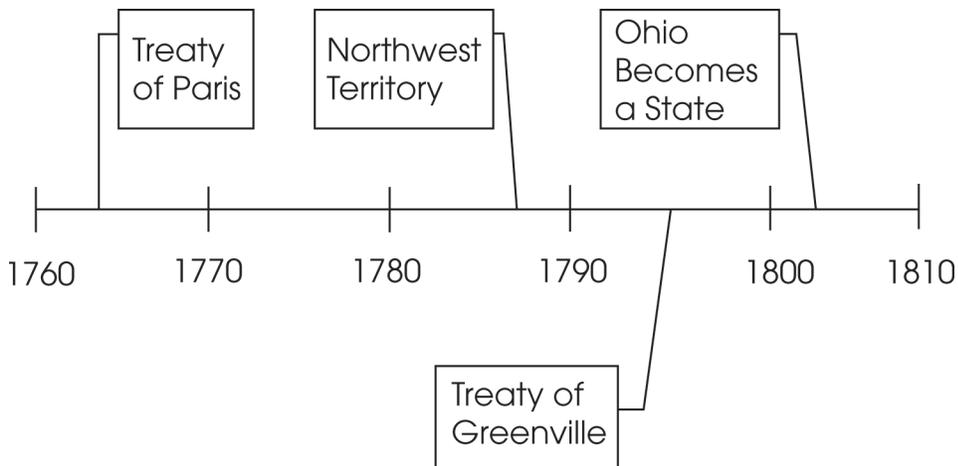
Benchmark: A. Construct time lines to demonstrate an understanding of units of time and chronological order.

Rationale: This question asks students to construct a time line that is based on four given dates. To earn full credit the student must include a line, even intervals, labels on intervals, and the correct chronological order. The time line may be vertical or horizontal as long as all the previous requirements are included. Intervals of consistent duration will be credited between 1 and 50 years. Intervals greater than 50 years will not be accepted.



Scoring Guidelines

Exemplar:



Other Correct Responses may include but are not limited to:

- Events are presented in chronological order with evenly spaced units of time on a **vertical time line**.
- Evenly spaced intervals of time may include 1-, 2-, 5-, 10-, 20-, 25-, or 50-year intervals. Do not credit intervals greater than 50 years.

Points

Student Response

2

The response provides a horizontal or vertical time line with appropriately spaced and labeled time intervals and all four events placed in chronological order. Scoring note:
1) the time intervals are correctly labeled and as even as possible in a hand draft;
2) events that fall within an interval must be identifiable by scorers and in chronological order, but relative spacing between the events is not a factor in scoring.

1

The response provides a partially correct time line that contains one or more errors in the chronological order of the events or an error in the spacing or labeling of the intervals.

0

The response does not meet the criteria required to earn 1 point. The response indicates inadequate or no understanding of the task and/or the idea or concept needed to answer the item. It may only repeat information given in the test item. The response may provide an incorrect solution/response, and the provided supporting information may be totally irrelevant to the item, or possibly, no other information is shown. The student may have written on a different topic or written "I don't know."

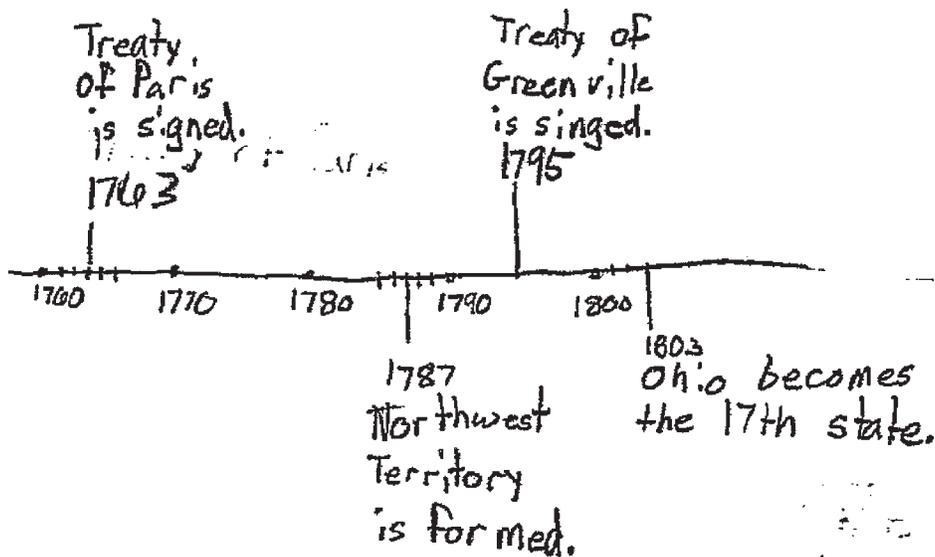
SCORE POINT 2

Student Sample

13. In your Answer Document, construct a time line that has evenly spaced intervals of time and label them. (2 points)

Place these events on the time line in the correct order:

- 1803 - Ohio becomes the 17th state
- 1763 - Treaty of Paris is signed
- 1787 - Northwest Territory is formed
- 1795 - Treaty of Greenville is signed



Score Rationale

The student received 2 points because he or she correctly constructed a horizontal time line with appropriately spaced and labeled intervals and all four dates in the correct chronological order.

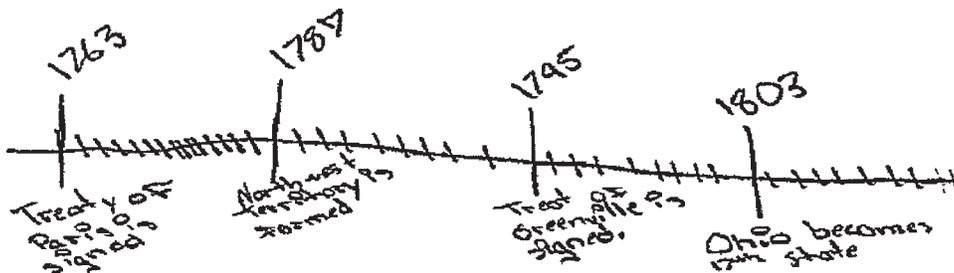
SCORE POINT 1

Student Sample

13. In your Answer Document, construct a time line that has evenly spaced intervals of time and label them. (2 points)

Place these events on the time line in the correct order:

- 1803 - Ohio becomes the 17th state
- 1763 - Treaty of Paris is signed
- 1787 - Northwest Territory is formed
- 1795 - Treaty of Greenville is signed



Score Rationale

The student received 1 point because he or she constructed a horizontal time line with all four dates in the correct chronological order, but with incorrectly spaced and labeled intervals. Note that the student may have intended to use one-year intervals, but the presentation does not reflect the intention because of extra year markers added between the events.

SCORE POINT 0

Student Sample

13. In your Answer Document, construct a time line that has evenly spaced intervals of time and label them. (2 points)

Place these events on the time line in the correct order:

- 1803 - Ohio becomes the 17th state
- 1763 - Treaty of Paris is signed
- 1787 - Northwest Territory is formed
- 1795 - Treaty of Greenville is signed

This is the order they go in

1. 1763 - Treaty of Paris is signed
2. 1787 - Northwest Territory is formed
3. 1795 - Treaty of Greenville is signed
4. 1803 - Ohio becomes the 17th state

Score Rationale

The student received no points because he or she did not construct a time line. Note that the events were listed in chronological order, but because the fundamental requirements of a time line were missing, this was not enough information to earn 1 point.

