



Ohio Achievement Tests



Science and Social Studies
Half-Length Practice Tests

Administration Manual



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CONTENTS

Overview of the Grade 8 Half-Length Practice Tests	3
Introduction	3
The Grade 8 Science and Social Studies Half-Length Practice Tests	3
Administering the Grade 8 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 8 Ohio Academic Content Standards and Benchmarks	9
Scoring Guidelines and Sample Responses for Constructed-Response Questions	11
Administering the Grade 8 Social Studies Half-Length Practice Test	37
Description of the Test Materials.....	37
Materials Needed for Testing.....	37
Testing Room Preparation	37
Oral Script Use	37
Time Allotment	37
Procedures During Test Administration	38
Marking Instructions	38
Procedures for Students Who Require Accommodations	38
Things to Remember	38

Administering the Test	39
Script	39
Using the Test Results	41
Scoring Key	42
Question Map to Grade 8 Ohio Academic Content Standards and Benchmarks	43
Scoring Guidelines and Sample Responses for Constructed-Response Questions	45

OVERVIEW OF THE GRADE 8 HALF-LENGTH PRACTICE TESTS

Introduction

This administration manual contains administration directions and scoring guidelines for Ohio’s Grade 8 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 8 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 8 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 8 Science Half-Length Practice Test

Description of the Test Materials

The Grade 8 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 8 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 8 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 read 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 8 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 8 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 8 Science Achievement Test by alleviating their anxiety.

Grade 8 Science Half-Length Practice Test

Scoring Key

Question	Scoring Key
----------	-------------

- | | |
|---|--|
| 1 | C. Kinetic energy is at its highest and potential energy is at its lowest. |
| 2 | D. organ systems |
| 3 | B. The sexually reproducing guppies have a variation of inherited characteristics. |
| 4 | A. |



- | | |
|----|--|
| 5 | A. use a shorter rope |
| 6 | C. by repeating the experiment with the same procedures and comparing data |
| 7 | See scoring guidelines on page 11. |
| 8 | D. consecutive, repeating collisions or interactions of air particles |
| 9 | C. 87% |
| 10 | C. hardness |
| 11 | B. diamond |
| 12 | B. biotite |
| 13 | A. calcite |
| 14 | See scoring guidelines on page 16. |
| 15 | B. collision of two plates with each other |
| 16 | B. The shrimp are better able to live in areas of high salt concentration. |
| 17 | D. photosynthesis, in which carbon dioxide is used and sugars are produced |
| 18 | A. to record accurate data |
| 19 | See scoring guidelines on page 24. |

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 8 Ohio Academic Content Standards and Benchmarks

Question	Standard	Benchmark
1	Physical Sciences	D. Describe that energy takes many forms, some forms represent kinetic energy and some forms represent potential energy; and during energy transformations the total amount of energy remains constant.
2	Life Sciences	A. Explain that the basic functions of organisms are carried out in cells and groups of specialized cells form tissues and organs; the combination of these cells make up multicellular organisms that have a variety of body plans and internal structures.
3	Life Sciences	B. Describe the characteristics of an organism in terms of a combination of inherited traits and recognize reproduction as a characteristic of living organisms essential to the continuation of the species.
4	Science and Technology	B. Design a solution or product taking into account needs and constraints (e.g., cost, time, trade-offs, properties of materials, safety and aesthetics).
5	Scientific Ways of Knowing	C. Give examples of how thinking scientifically is helpful in daily life.
6	Scientific Ways of Knowing	B. Explain the importance of reproducibility and reduction of bias in scientific methods.
7	Physical Sciences	B. In simple cases, describe the motion of objects and conceptually describe the effects of forces on an object.
8	Physical Sciences	D. Describe that energy takes many forms, some forms represent kinetic energy and some forms represent potential energy; and during energy transformations the total amount of energy remains constant.
9	Scientific Inquiry	B. Analyze and interpret data from scientific investigations using appropriate mathematical skills in order to draw valid conclusions.

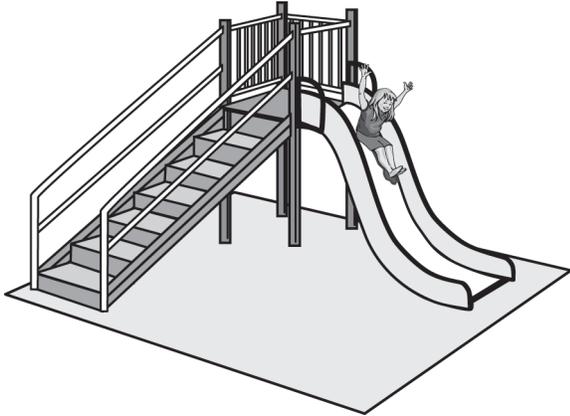
Question	Standard	Benchmark
10	Earth and Space Sciences	D. Identify that the lithosphere contains rocks and minerals and that minerals make up rocks. Describe how rocks and minerals are formed and/or classified.
11	Science and Technology	A. Give examples of how technological advances, influenced by scientific knowledge, affect the quality of life.
12	Earth and Space Sciences	D. Identify that the lithosphere contains rocks and minerals and that minerals make up rocks. Describe how rocks and minerals are formed and/or classified.
13	Physical Sciences	A. Relate uses, properties and chemical processes to the behavior and/or arrangement of the small particles that compose matter.
14	Scientific Inquiry	A. Explain that there are differing sets of procedures for guiding scientific investigations and procedures are determined by the nature of the investigation, safety considerations and appropriate tools.
15	Earth and Space Sciences	E. Describe the processes that contribute to the continuous changing of Earth's surface (e.g., earthquakes, volcanic eruptions, erosion, mountain building and lithospheric plate movements).
16	Life Sciences	D. Explain how extinction of a species occurs when the environment changes and its adaptive characteristics are insufficient to allow survival (as seen in evidence of the fossil record).
17	Life Sciences	C. Explain how energy entering the ecosystems as sunlight supports the life of organisms through photosynthesis and the transfer of energy through the interactions of organisms and the environment.
18	Scientific Ways of Knowing	A. Use skills of scientific inquiry processes (e.g., hypothesis, record keeping, description and explanation).
19	Earth and Space Sciences	A. Describe how the positions and motions of the objects in the universe cause predictable and cyclic events.

Scoring Guidelines and Sample Responses for Constructed-Response Questions

Question 7

7. Use the following picture and information to answer question 7.

A child at a playground slides down a slide on a windless day.



In your **Answer Document**, describe two forces that affect the motion of the child as she moves down the slide. (2 points)

Standard and Benchmark Assessed

Standard: Physical Sciences

Benchmark: B. In simple cases, describe the motion of objects and conceptually describe the effects of forces on an object.

Rationale: This question asks students to show that they understand forces that affect the motion of objects. Students must describe two forces that affect the motion of a child as the child moves down a slide.

Students can receive partial credit by describing one force that affects the motion of the child as the child moves down the slide. Please note that no points can be awarded if students fail to demonstrate any understanding of the forces that affect the motion of the child as the child moves down the slide.



Scoring Guidelines

Points

Student Response

2

The response correctly describes two forces that affect the motion of the child as the child moves down the slide.

Examples:

- Gravity pulls the child toward the ground and down the slide. Friction between the child and the surface of the slide makes the child go slower than if there were no friction.
- The slide pushes up on the child and keeps the child from falling straight down. Gravity pulls the child down the slide.
- Friction acts on the child in the direction opposite the child's motion and reduces the acceleration of the child. The surface of the slide pushes up on the child, keeping the child from falling straight down.

1

The response correctly describes one force that affects the motion of the child as the child moves down the slide.

Examples:

- Gravity pulls the child toward the ground and down the slide.
- Friction acts on the child in the direction opposite the child's motion and slows the child down.
- The surface of the slide pushes up on the child, keeping the child from falling straight down.

0

The response fails to demonstrate any understanding of the forces acting on the child as the child slides down the slide.

Examples:

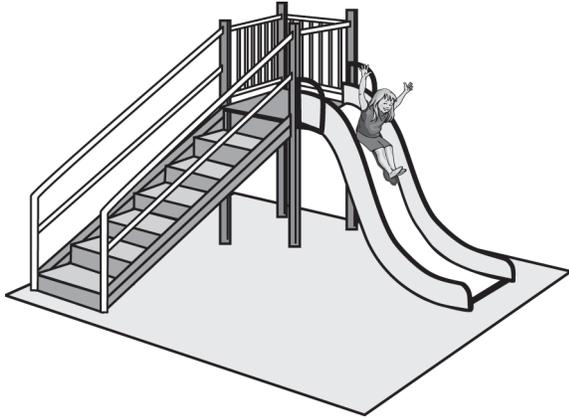
- There were forces acting on the child as the child slid down the slide.

SCORE POINT 2

Student Sample

7. Use the following picture and information to answer question 7.

A child at a playground slides down a slide on a windless day.



In your **Answer Document**, describe two forces that affect the motion of the child as she moves down the slide. (2 points)

Friction is working against her, to slow her down to the end. The second is the gravitational pull. Gravity is pulling down on her.

Score Rationale

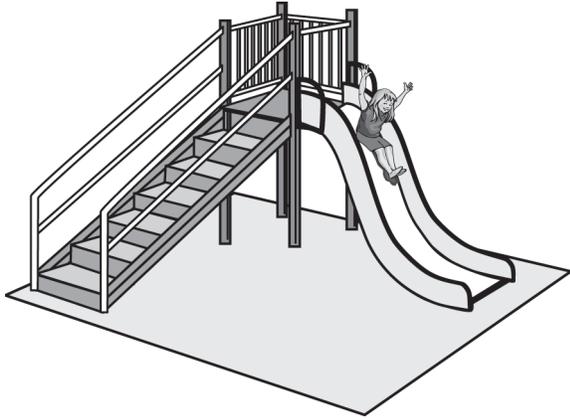
The student received 2 points for correctly describing two forces that affect the motion of the child as the child moves down the slide.

SCORE POINT 1

Student Sample

7. Use the following picture and information to answer question 7.

A child at a playground slides down a slide on a windless day.



In your **Answer Document**, describe two forces that affect the motion of the child as she moves down the slide. (2 points)

gravity = it is pushing her down to
make her so faster.

friction - slows her down

Score Rationale

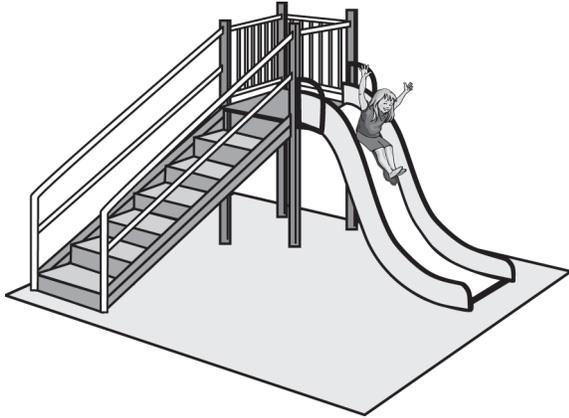
The student received 1 point for correctly describing the force of friction. The student does not receive a point for the description of gravity because gravity is a pulling, rather than a pushing, force.

SCORE POINT 0

Student Sample

7. Use the following picture and information to answer question 7.

A child at a playground slides down a slide on a windless day.



In your **Answer Document**, describe two forces that affect the motion of the child as she moves down the slide. (2 points)

gravity / friction

Score Rationale

The student received 0 points because the response fails to describe any forces that affect the motion of the child as the child moves down the slide. The question asks students to demonstrate an understanding by providing descriptions of forces that affect the motion of a child as the child moves down a slide. Simply naming forces does not describe or demonstrate an understanding of the forces that affect the motion of objects.

Question 14

14. A geologist has discovered a large deposit of a mineral and has determined that it is either calcite or quartz. She hypothesizes that the deposit is quartz because she can see broken crystals that appear to have fractured without a definite cleavage.

In your **Answer Document**, describe two ways she can collect evidence to test her hypothesis. (2 points)

Mineral Properties Chart						
Mineral	Common Colors	Luster	Hardness	Streak	Cleavage	Special Properties
Albite	Colorless to Gray	Pearly	6 - 6.5	White	1 Direction	
Biotite	Greenish to Brown, Black	Glassy	2.5 - 3	No Streak	1 Direction	
Calcite	Colorless or White to Tan or Gray	Glassy	3	White	3 Directions Not at 90°	Fizzes in Acid to Form Carbon Dioxide Gas
Diamond	Colorless to Black	Glassy	10	No Streak	4 Directions	
Gold	Golden-Yellow	Metallic	2.5 - 3	Yellow	None	Malleable
Halite	Colorless to Yellow	Glassy	2	White	3 Directions at 90°	Salty Taste
Orthoclase	Colorless to Tan or Pink	Glassy	6 - 6.5	White	2 Directions at 90°	
Pyrite	Brass-Yellow	Metallic	6 - 6.5	Greenish-Black	None	
Quartz	Colorless; Any Color if Impure	Glassy	7	No Streak	None	

Information modified from the Mineral Identification Key, Mineralogical Society of America:
<http://www.minsocam.org/>

Standard and Benchmark Assessed

Standard: Scientific Inquiry

Benchmark: A. Explain that there are differing sets of procedures for guiding scientific investigations and procedures are determined by the nature of the investigation, safety considerations and appropriate tools.

Rationale: This question asks students to show that they understand how a geologist could safely collect evidence to test a hypothesis about mineral identification. To successfully demonstrate an understanding of how the geologist could collect evidence to test the hypothesis, students must analyze a data table containing information about some properties of minerals and describe how that information can be used to develop procedures for distinguishing between two minerals.

Students will receive full credit for describing two ways the geologist can collect evidence to test her hypothesis. Students can receive partial credit for describing one correct test that the geologist could use to test her hypothesis. Please note that no points can be awarded if students fail to describe an appropriate and correct test of the geologist's hypothesis.

Scoring Guidelines

Points

Student Response

2

The response correctly describes two ways the geologist can test her hypothesis.

Examples:

- The geologist could apply drops of acid to the mineral sample. If it fizzes, her hypothesis is not supported. She could also test her hypothesis by testing the hardness of the crystals. If the hardness is 7, her hypothesis is supported.
- The geologist could test her hypothesis by testing the hardness of the crystals. Quartz is much harder than calcite; if the hardness is 7, her hypothesis is supported. If the geologist breaks the crystals to observe new fractures and finds cleavage in 1, 2 or 3 directions then her hypothesis is not supported since calcite has 3 directions of cleavage and quartz has no cleavage.

1

The response correctly describes one way the geologist can test her hypothesis.

Examples:

- The geologist could apply drops of acid to the mineral sample. If it fizzes, her hypothesis is not supported.
- She could also test her hypothesis by testing the hardness of the crystals. If the hardness is 7, her hypothesis is supported.
- If the geologist breaks the crystals and observes new fractures and finds cleavage in 1, 2 or 3 directions, then her hypothesis is not supported.

0

The response fails to describe an appropriate and correct test of the geologist's hypothesis.

Examples:

- The geologist decides that the deposit is quartz since she can see broken crystals that appear to have fracture without a definite cleavage.

SCORE POINT 2

Student Sample

14. A geologist has discovered a large deposit of a mineral and has determined that it is either calcite or quartz. She hypothesizes that the deposit is quartz because she can see broken crystals that appear to have fractured without a definite cleavage.

In your **Answer Document**, describe two ways she can collect evidence to test her hypothesis. (2 points)

Mineral Properties Chart						
Mineral	Common Colors	Luster	Hardness	Streak	Cleavage	Special Properties
Albite	Colorless to Gray	Pearly	6 - 6.5	White	1 Direction	
Biotite	Greenish to Brown, Black	Glassy	2.5 - 3	No Streak	1 Direction	
Calcite	Colorless or White to Tan or Gray	Glassy	3	White	3 Directions Not at 90°	Fizzes in Acid to Form Carbon Dioxide Gas
Diamond	Colorless to Black	Glassy	10	No Streak	4 Directions	
Gold	Golden-Yellow	Metallic	2.5 - 3	Yellow	None	Malleable
Halite	Colorless to Yellow	Glassy	2	White	3 Directions at 90°	Salty Taste
Orthoclase	Colorless to Tan or Pink	Glassy	6 - 6.5	White	2 Directions at 90°	
Pyrite	Brass-Yellow	Metallic	6 - 6.5	Greenish-Black	None	
Quartz	Colorless; Any Color if Impure	Glassy	7	No Streak	None	

Information modified from the Mineral Identification Key, Mineralogical Society of America:
<http://www.minsocam.org/>

Another way of checking her hypothesis is by checking the hardness of the rock. There is a huge difference of hardness between calcite and quartz, so if the hardness is high, you know it is quartz.

One other way of checking her hypothesis is by seeing if the rock fizzes in acid to form carbon dioxide. This only works for calcite, so if the rock does not fizz, you know it is quartz.

Score Rationale

The student received 2 points for correctly describing hardness and the acid test as two ways the geologist can test her hypothesis.

SCORE POINT 1

Student Sample

14. A geologist has discovered a large deposit of a mineral and has determined that it is either calcite or quartz. She hypothesizes that the deposit is quartz because she can see broken crystals that appear to have fractured without a definite cleavage.

In your **Answer Document**, describe two ways she can collect evidence to test her hypothesis. (2 points)

Mineral Properties Chart						
Mineral	Common Colors	Luster	Hardness	Streak	Cleavage	Special Properties
Albite	Colorless to Gray	Pearly	6 - 6.5	White	1 Direction	
Biotite	Greenish to Brown, Black	Glassy	2.5 - 3	No Streak	1 Direction	
Calcite	Colorless or White to Tan or Gray	Glassy	3	White	3 Directions Not at 90°	Fizzes in Acid to Form Carbon Dioxide Gas
Diamond	Colorless to Black	Glassy	10	No Streak	4 Directions	
Gold	Golden-Yellow	Metallic	2.5 - 3	Yellow	None	Malleable
Halite	Colorless to Yellow	Glassy	2	White	3 Directions at 90°	Salty Taste
Orthoclase	Colorless to Tan or Pink	Glassy	6 - 6.5	White	2 Directions at 90°	
Pyrite	Brass-Yellow	Metallic	6 - 6.5	Greenish-Black	None	
Quartz	Colorless; Any Color if Impure	Glassy	7	No Streak	None	

Information modified from the Mineral Identification Key, Mineralogical Society of America:
<http://www.minsocam.org/>

2 ways she can test her hypothesis
is by scratching it with a diamond
to see if it scratches it. Another
way is to then scratch it with
Pyrite or a lower hardness
than quartz is.

Score Rationale

The student received 1 point for correctly describing the hardness test: "by scratching it with." The student did not describe two ways, but did describe the same test twice. To receive two points the student would have needed to describe a different way, not the same way twice.

SCORE POINT 0

Student Sample

14. A geologist has discovered a large deposit of a mineral and has determined that it is either calcite or quartz. She hypothesizes that the deposit is quartz because she can see broken crystals that appear to have fractured without a definite cleavage.

In your **Answer Document**, describe two ways she can collect evidence to test her hypothesis. (2 points)

Mineral Properties Chart						
Mineral	Common Colors	Luster	Hardness	Streak	Cleavage	Special Properties
Albite	Colorless to Gray	Pearly	6 - 6.5	White	1 Direction	
Biotite	Greenish to Brown, Black	Glassy	2.5 - 3	No Streak	1 Direction	
Calcite	Colorless or White to Tan or Gray	Glassy	3	White	3 Directions Not at 90°	Fizzes in Acid to Form Carbon Dioxide Gas
Diamond	Colorless to Black	Glassy	10	No Streak	4 Directions	
Gold	Golden-Yellow	Metallic	2.5 - 3	Yellow	None	Malleable
Halite	Colorless to Yellow	Glassy	2	White	3 Directions at 90°	Salty Taste
Orthoclase	Colorless to Tan or Pink	Glassy	6 - 6.5	White	2 Directions at 90°	
Pyrite	Brass-Yellow	Metallic	6 - 6.5	Greenish-Black	None	
Quartz	Colorless; Any Color if Impure	Glassy	7	No Streak	None	

Information modified from the Mineral Identification Key, Mineralogical Society of America:
<http://www.minsocam.org/>

- ① one way she can test her hypothesis is by cutting the mineral and putting it under a microscope.
- ② Another way is putting it in a chemical and see what happens.

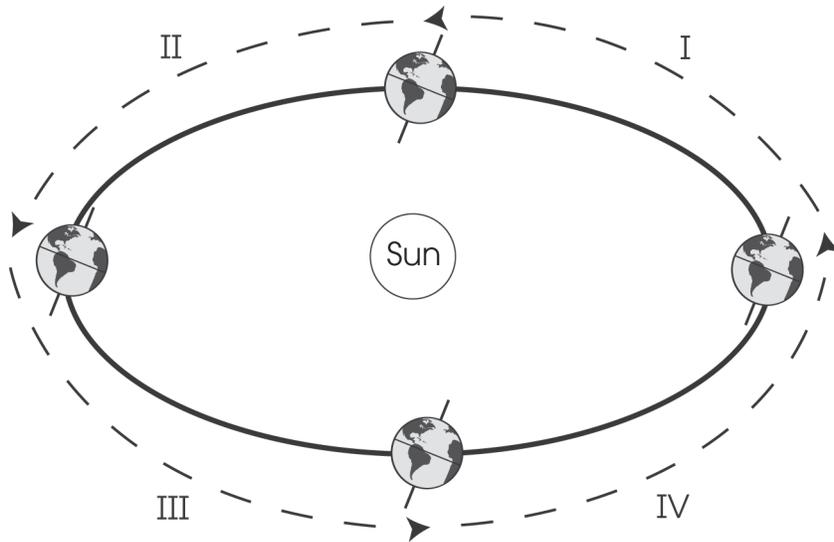
Score Rationale

The student received 0 points for providing descriptions of tests that were too vague to indicate an understanding of ways the geologist could test her hypothesis. The response does not describe what the geologist should be looking for under the microscope nor does it identify which chemical should be used in the chemical test.

Question 19

19. Use the following diagram and information to answer question 19.

As shown in this diagram, Earth's axis is tilted. The diagram also shows four positions of Earth in its path around the sun. Ohio experiences four seasons that occur while Earth orbits the sun.



Earth's Orbit

Note: Diagram is not drawn to scale.

In your **Answer Document**, use the diagram to do the following:

- Explain one reason Ohio experiences a change in seasons.
- Identify the part of Earth's orbit (labeled I, II, III, or IV) during which Ohio experiences winter.
- Identify the part of Earth's orbit (labeled I, II, III, or IV) during which Ohio experiences summer.
- In a way that supports your answers above, explain how the position of Earth in its orbit is related to the timing of winter or summer.
(4 points)

Standard and Benchmark Assessed

Standard: Earth and Space Sciences

Benchmark: A. Describe how the positions and motions of the objects in the universe cause predictable and cyclic events.

Rationale: This question asks students to show that they understand how the tilt of Earth and its revolution around the sun are related to the occurrence and timing of the seasons. Students can successfully answer this question by explaining a reason Ohio experiences a change in seasons, identifying which parts of Earth's orbit correspond to Ohio's winter and to Ohio's summer and explaining how the position of Earth in its orbit is related to the timing of either winter or summer.

Students can receive partial credit by demonstrating an understanding of why seasons occur but failing to correctly identify the parts of Earth’s orbit in which Ohio has summer and/or winter. Students can receive partial credit by correctly identifying which part of Earth’s orbit corresponds to winter and/or summer in Ohio but failing to correctly explain how the position of Earth in its orbit is related to the timing of winter or summer. Please note that no points can be awarded if students fail to demonstrate any understanding of why seasons occur.



Scoring Guidelines

Points

Student Response

4

The response demonstrates a complete understanding of why seasons occur by including all of the following:

- a correct explanation of the reason for changes in seasons;
- a correct identification for the portion of Earth’s orbit that represents winter in Ohio;
- a correct identification for the portion of Earth’s orbit that represents summer in Ohio;
- a correct explanation of the relationship between the position of Earth in its orbit and the timing of summer or the timing of winter.

Examples:

- The angle at which the sun’s rays strike Earth changes throughout the year. The angle of sunlight is most direct in Ohio in the summer and least direct in the winter. It is winter in Ohio during I and summer during III — the northern hemisphere of Earth (with Ohio) is tilted toward the sun in the summer and away during the winter.
- The number of hours of daylight changes over the course of the year. The days are the longest in the summer when the northern half of Earth is tilted toward the sun. Longer days mean the northern half of Earth can get warmer. The first day of winter is shown in the far right position (winter solstice), when the northern hemisphere of Earth is tilted most away from the sun. The first day of spring is at the top of the diagram (the spring equinox). So winter is I and summer is III.

3

The response demonstrates an understanding of why seasons occur by including three of the following four bullets:

- a correct explanation of the reason for changes in seasons;
- a correct identification for the portion of Earth’s orbit that represents winter in Ohio;
- a correct identification for the portion of Earth’s orbit that represents summer in Ohio;
- a correct explanation of the relationship between the position of Earth in its orbit and the timing of summer or the timing of winter.

Example:

- Because of the tilt, the sunlight is more direct in the summer and less direct in the winter. So it would be winter during I and summer during III.

2

The response demonstrates a partial understanding of why seasons occur by including two of the following four bullets:

- a correct explanation of the reason for changes in seasons;
- a correct identification for the portion of Earth’s orbit that represents winter in Ohio;
- a correct identification for the portion of Earth’s orbit that represents summer in Ohio;
- a correct explanation of the relationship between the position of Earth in its orbit and the timing of summer or the timing of winter.

Example:

- It’s winter during I and summer during III.

(continued on following page)

Points

Student Response

1

The response demonstrates little understanding of why seasons occur by including only one of the following four bullets:

- a correct explanation of the reason for changes in seasons;
- a correct identification for the portion of Earth's orbit that represents winter in Ohio;
- a correct identification for the portion of Earth's orbit that represents summer in Ohio;
- a correct explanation of the relationship between the position of Earth in its orbit and the timing of summer or the timing of winter.

Example:

- The way Earth tilts as it orbits makes the seasons change.

0

The response fails to demonstrate any understanding of why seasons occur.

Examples:

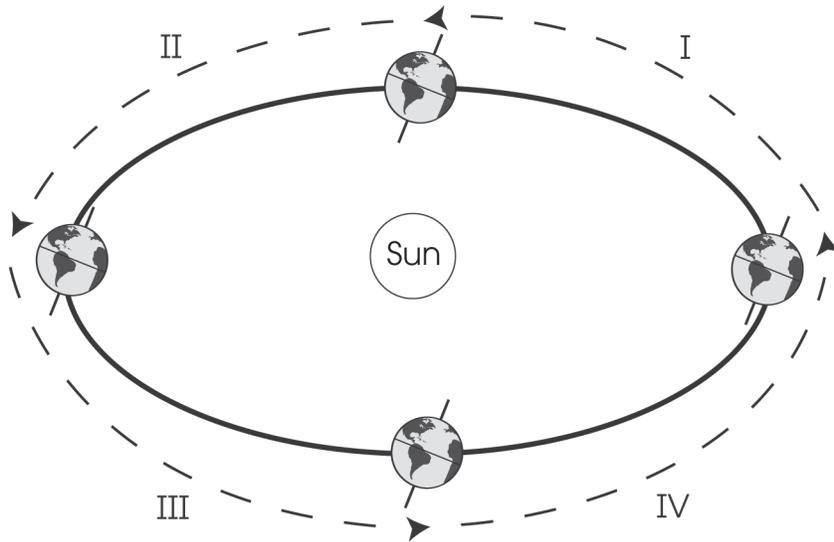
- The Earth is closest to the sun during Ohio's summer.

SCORE POINT 4

Student Sample

19. Use the following diagram and information to answer question 19.

As shown in this diagram, Earth's axis is tilted. The diagram also shows four positions of Earth in its path around the sun. Ohio experiences four seasons that occur while Earth orbits the sun.



Earth's Orbit

Note: Diagram is not drawn to scale.

In your **Answer Document**, use the diagram to do the following:

- Explain one reason Ohio experiences a change in seasons.
- Identify the part of Earth's orbit (labeled I, II, III, or IV) during which Ohio experiences winter.
- Identify the part of Earth's orbit (labeled I, II, III, or IV) during which Ohio experiences summer.
- In a way that supports your answers above, explain how the position of Earth in its orbit is related to the timing of winter or summer.
(4 points)

Ohio experiences a change in seasons because of earth's tilted axis. When Ohio is tilted away from the sun it gets less concentrated sunlight, and it is winter, but when Ohio is tilted toward the sun, it gets more concentrated sunlight, and it is summer. Ohio experiences winter in part I. Ohio experiences summer in part III. Since Earth is tilted on its axis, when it orbits around the sun some of Earth experiences summer while the rest experiences winter.

Score Rationale

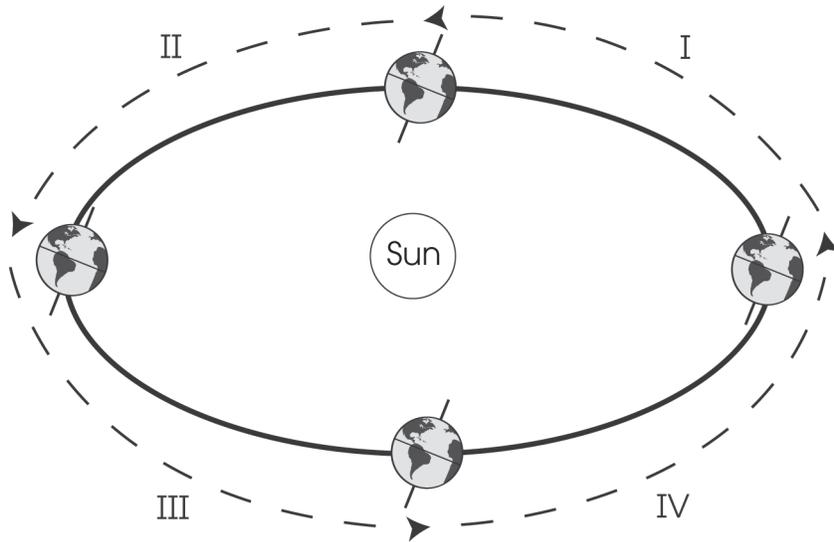
The student received 4 points for correctly explaining that Ohio experiences a change in seasons because of the tilt of Earth's axis, correctly identifying the part of Earth's orbit that represents winter and the part of Earth's orbit that represents summer and correctly explaining how the position of Earth in its orbit is related to the angle at which sunlight strikes Earth's surface.

SCORE POINT 3

Student Sample

19. Use the following diagram and information to answer question 19.

As shown in this diagram, Earth's axis is tilted. The diagram also shows four positions of Earth in its path around the sun. Ohio experiences four seasons that occur while Earth orbits the sun.



Earth's Orbit

Note: Diagram is not drawn to scale.

In your **Answer Document**, use the diagram to do the following:

- Explain one reason Ohio experiences a change in seasons.
- Identify the part of Earth's orbit (labeled I, II, III, or IV) during which Ohio experiences winter.
- Identify the part of Earth's orbit (labeled I, II, III, or IV) during which Ohio experiences summer.
- In a way that supports your answers above, explain how the position of Earth in its orbit is related to the timing of winter or summer.
(4 points)

Ohio experiences a change in season because of the earth revolving and rotating around the sun. Ohio is in winter in I. Ohio is in summer in II. The axis the earth, sun, and in summer we get direct sun light in winter we get indirect sunlight.

Score Rationale

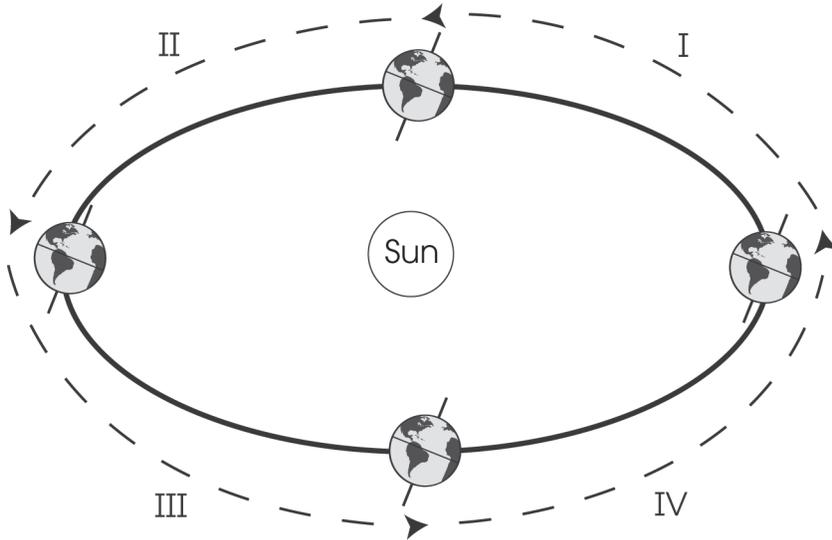
The student received 3 points for correctly identifying the part of Earth's orbit that represents winter and the part of Earth's orbit that represents summer and correctly explaining the relationship between the position of Earth in its orbit and the timing of summer and winter. The response fails to explain the reason for the change in seasons.

SCORE POINT 2

Student Sample

19. Use the following diagram and information to answer question 19.

As shown in this diagram, Earth's axis is tilted. The diagram also shows four positions of Earth in its path around the sun. Ohio experiences four seasons that occur while Earth orbits the sun.



Earth's Orbit

Note: Diagram is not drawn to scale.

In your **Answer Document**, use the diagram to do the following:

- Explain one reason Ohio experiences a change in seasons.
- Identify the part of Earth's orbit (labeled I, II, III, or IV) during which Ohio experiences winter.
- Identify the part of Earth's orbit (labeled I, II, III, or IV) during which Ohio experiences summer.
- In a way that supports your answers above, explain how the position of Earth in its orbit is related to the timing of winter or summer.
(4 points)

Ohio experiences seasons because the distance of the sun varies depending on the time of year and time of day. We experience winter in orbit I, we experience summer in orbit III. The timing of winter depends on the tilt of the Earth and how far away the sun is from Ohio.

Score Rationale

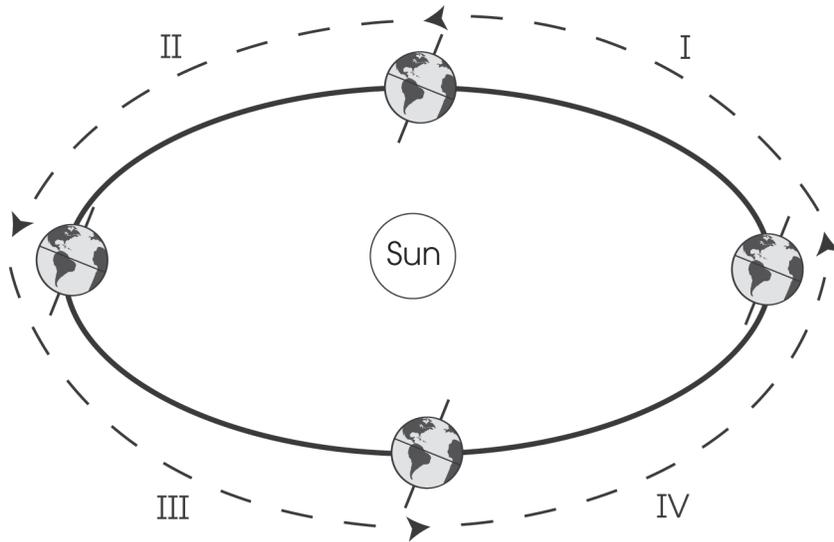
The student received 2 points for correctly identifying the part of Earth's orbit that represents winter and the part of Earth's orbit that represents summer. The response fails to correctly identify the relationship between Earth's position in its orbit and the timing of summer or winter.

SCORE POINT 1

Student Sample

19. Use the following diagram and information to answer question 19.

As shown in this diagram, Earth's axis is tilted. The diagram also shows four positions of Earth in its path around the sun. Ohio experiences four seasons that occur while Earth orbits the sun.



Earth's Orbit

Note: Diagram is not drawn to scale.

In your **Answer Document**, use the diagram to do the following:

- Explain one reason Ohio experiences a change in seasons.
- Identify the part of Earth's orbit (labeled I, II, III, or IV) during which Ohio experiences winter.
- Identify the part of Earth's orbit (labeled I, II, III, or IV) during which Ohio experiences summer.
- In a way that supports your answers above, explain how the position of Earth in its orbit is related to the timing of winter or summer.
(4 points)

Because of the
tilt of the earth.

Score Rationale

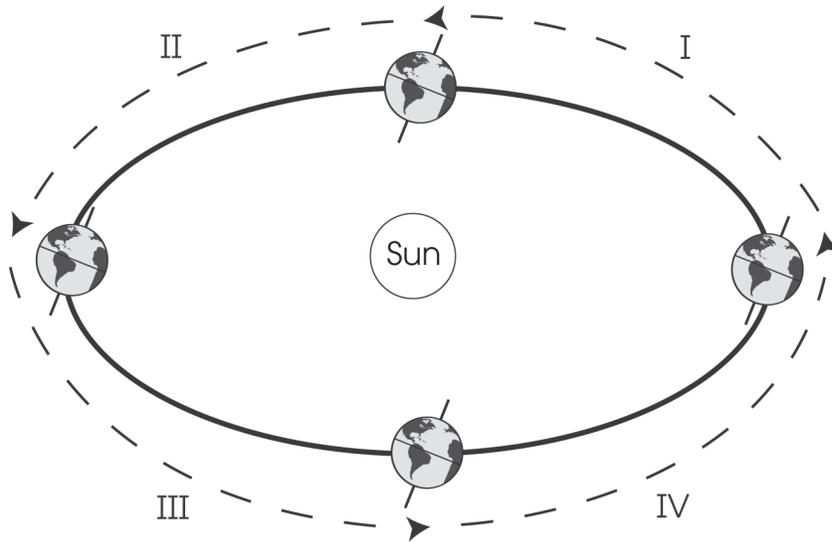
The student's response, "Because of the tilt of the earth," received 1 point as a correct explanation of the reason for a change in seasons. Because the response did not indicate to which portion of the task the student was responding, it was assumed that the student was answering the first portion of the task.

SCORE POINT 0

Student Sample

19. Use the following diagram and information to answer question 19.

As shown in this diagram, Earth's axis is tilted. The diagram also shows four positions of Earth in its path around the sun. Ohio experiences four seasons that occur while Earth orbits the sun.



Earth's Orbit

Note: Diagram is not drawn to scale.

In your **Answer Document**, use the diagram to do the following:

- Explain one reason Ohio experiences a change in seasons.
- Identify the part of Earth's orbit (labeled I, II, III, or IV) during which Ohio experiences winter.
- Identify the part of Earth's orbit (labeled I, II, III, or IV) during which Ohio experiences summer.
- In a way that supports your answers above, explain how the position of Earth in its orbit is related to the timing of winter or summer.
(4 points)

The earth move around the sun.
The rotation of the earth.
The tilt of the earth.
The closer the earth that winter
the farther that's summer.

Score Rationale

The student received 0 points for attempting to answer the question but failing to demonstrate any understanding of why seasons occur. The student was not awarded credit for the phrase "The tilt of the earth" because it is unclear which part of the question this portion of the response is attempting to explain.

Administering the Grade 8 Social Studies Half-Length Practice Test

Description of the Test Materials

The Grade 8 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 8 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 38 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 8 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 8 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 15 in your Student Test Booklet and read along as I read the directions.

Directions:

Today you will be taking the Ohio Grade 8 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 16 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 8 Social Studies Achievement Test by alleviating their anxiety.

Grade 8 Social Studies Half-Length Practice Test

Scoring Key

Question	Scoring Key
1	C. The president signs it.
2	B. There is only one God.
3	See scoring guidelines on page 45.
4	B. Unprovoked British soldiers fired into a defenseless crowd, taking five innocent lives.
5	A. Nobles were given control of land in return for personal loyalty and specific services to the king.
6	D. Foreign producers can make goods for less money than American producers.
7	See scoring guidelines on page 48.
8	C. 3
9	D. a letter written by an American colonist during the war
10	A. plentiful farmland and a greater need for labor
11	D. The American Indians were forced by the Spanish to work on their farms and in their mines.
12	D. by participating in public protests against the Stamp Act
13	See scoring guidelines on page 52.
14	B. women's right to vote
15	A. Jackson wanted to open up more land for white settlement.
16	A. 1
17	D. destruction of animal habitats
18	A. the spread of the Islamic religion
19	D. Government should be seen as a contract between the people and their rulers.

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 8 Ohio Academic Content Standards and Benchmarks

Question	Standard	Benchmark
1	Government	B. Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy.
2	People in Societies	A. Compare cultural practices, products and perspectives of past civilizations in order to understand commonality and diversity of cultures
3	Social Studies Skills and Methods	D. Work effectively in a group.
4	History	E. Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives.
5	History	C. Describe the characteristics of feudal societies and the transition to the Renaissance and Reformation in Europe.
6	Economics	B. Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.
7	History	B. Describe the political and social characteristics of early civilizations and their enduring impact on later civilizations.
8	Geography	A. Identify on a map the location of major physical and human features of each continent.
9	Social Studies Skills and Methods	C. Present a position and support it with evidence and citation of sources.
10	Economics	A. Explain how the endowment and development of productive resources affect economic decisions and global interactions.
11	History	D. Describe the effects of interactions among civilizations during the 14th through the 18th centuries.

Question	Standard	Benchmark
12	Citizenship Rights and Responsibilities	A. Show the relationship between civic participation and attainment of civic and public goals
13	History	G. Analyze the causes and consequences of the American Civil War.
14	Citizenship Rights and Responsibilities	B. Identify historical origins that influenced the rights U.S. citizens have today.
15	People in Societies	B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict.
16	Social Studies Skills and Methods	B. Organize historical information in text or graphic format and analyze the information in order to draw conclusions.
17	Geography	C. Explain how the environment influences the way people live in different places and the consequences of modifying the environment.
18	People in Societies	C. Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government.
19	Government	A. Explain why people institute governments, how they influence governments, and how governments interact with each other.

Scoring Guidelines and Sample Responses for Constructed-Response Questions

Question 3

3. You have been chosen to lead a discussion with a small group of classmates.

In your **Answer Document**, describe two strategies or techniques you would use to lead the group discussion in a constructive way. (2 points)

Standard and Benchmark Assessed

Standard: Social Studies Skills and Methods

Benchmark: D. Work effectively in a group

Rationale: This question asks students to describe methods of working in a group by specifically asking for strategies or techniques to lead a group discussion in a constructive way. To earn full credit, students must describe two strategies or techniques for how to lead a group discussion in a constructive way.



Scoring Guidelines

Exemplar:

- Keep the discussion focused on the topic.
- Set goals for the group to achieve.

Other Correct Responses may include but are not limited to:

- Encourage all group members to express their views and recognize each person's contributions.
- Provide positive feedback to each participant.
- Don't let anyone monopolize the discussion.
- Listen attentively to each speaker.
- Maintain eye contact with group members.

Points

Student Response

2

Response describes two constructive strategies or techniques for leading a small-group discussion.

1

Response describes one constructive strategy or technique for leading a small-group discussion. A second description may be incorrect, vague or missing.

0

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

3. You have been chosen to lead a discussion with a small group of classmates.

In your **Answer Document**, describe two strategies or techniques you would use to lead the group discussion in a constructive way. (2 points)

If I had to lead a discussion with a small group of classmates, I would first write out an agenda about the different topics we would cover. Then I would tell them that we would start talking about the subject giving everyone two chances to say something.

Score Rationale

The student received 2 points because he or she correctly described two strategies for leading a group discussion: "write out an agenda about the different topics" and "giving everyone two chances to say something."

SCORE POINT 1

Student Sample

3. You have been chosen to lead a discussion with a small group of classmates.

In your **Answer Document**, describe two strategies or techniques you would use to lead the group discussion in a constructive way. (2 points)

I would first hire a number 2 man, because I can't do something, and then when I talked it would be loud so everyone knows.

Score Rationale

The student received 1 point because he or she correctly described one strategy for leading a group discussion: "when I talked it would be loud so everyone knows."

SCORE POINT 0

Student Sample

3. You have been chosen to lead a discussion with a small group of classmates.

In your **Answer Document**, describe two strategies or techniques you would use to lead the group discussion in a constructive way. (2 points)

If I were to lead a group discussion in my class I would use some techniques to help me out. They are leadership and control.

Score Rationale

The student received 0 points because he or she provided no strategy for leading a group discussion. The techniques listed, "leadership and control," were too vague to earn credit.

Question 7

7. In your **Answer Document**, identify and describe two characteristics of ancient Egyptian government. (4 points)

Standard and Benchmark Assessed

Standard: History

Benchmark: B. Describe the political and social characteristics of early civilizations and their enduring impact on later civilizations.

Rationale: Ancient Egyptian government had characteristics unique to its own civilization. This question asks students to identify and describe two characteristics of Ancient Egyptian government. To earn full credit the student must identify two characteristics of Egyptian government and fully and accurately describe the characteristics identified.



Scoring Guidelines

Exemplar:

- The government of ancient Egypt was a theocracy ruled by a pharaoh who was believed to be a god. The government was also a monarchy/dynasty because the pharaoh's power was inherited (or passed down from one generation to the next).

Other Correct Responses may include but are not limited to:

- Bureaucracy—Egypt's government developed into a complicated bureaucracy with many viziers and administrators.
- Taxes—The government functioned through the collection of taxes from the people, mainly in the form of crops.
- Autocracy—Governmental power in ancient Egypt was autocratic because the pharaoh held all of the power.

Points

Student Response

4	The response correctly identifies and describes two characteristics of ancient Egyptian government.
3	The response correctly identifies two characteristics of ancient Egyptian government and correctly describes one. A second description may be incorrect, vague or missing.
2	The response correctly identifies two characteristics of ancient Egyptian government OR correctly identifies and describes one characteristic of ancient Egyptian government.
1	The response correctly identifies one characteristic of ancient Egyptian government.
0	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

7. In your **Answer Document**, identify and describe two characteristics of ancient Egyptian government. (4 points)

The ancient Egyptian government was a monarchy ruled by a pharaoh. When this pharaoh died, his son would succeed him and take his place in ruling the nation. Priests also had much power in the ancient Egyptian government, at least more than citizens. They had the job of sacrificing to the Egyptians' many gods such as Ra, the sun god. In the government though, the pharaoh was the most powerful and made more of the important decisions.

Score Rationale

The student received 4 points because he or she correctly identified two characteristics of ancient Egyptian government and described each characteristic: "a monarchy ruled by a pharaoh. When this pharaoh died, his son would succeed him and take his place in ruling the nation" and "Priests also had much power. ... They had the job of sacrificing to the Egyptians' many gods."

SCORE POINT 3

Student Sample

7. In your **Answer Document**, identify and describe two characteristics of ancient Egyptian government. (4 points)

I think the ancient Egyptian government was mostly like a Monarchy. The Monarch (the pharaoh) would give all commands on what to do and he/she would have a selected group to be with them. If the pharaoh were to die its son would take over, oldest son usually.

Score Rationale

The student received 3 points because he or she correctly identified two characteristics of ancient Egyptian government but described only one characteristic: "monarchy... If the pharaoh were to die its son would take over, oldest son usually" and "The Monarch (the Pharaoh) would give all commands on what to do."

SCORE POINT 2

Student Sample

7. In your **Answer Document**, identify and describe two characteristics of ancient Egyptian government. (4 points)

Two characteristics of the Egyptian government was one it was a monarchy and two the pharow had all power. Also the pharow had meny Slaves.

Score Rationale

The student received 2 points because he or she correctly identified two characteristics of ancient Egyptian government: "monarcy" and "the pharow had all power." The student did not describe either characteristic.

SCORE POINT 1

Student Sample

7. In your **Answer Document**, identify and describe two characteristics of ancient Egyptian government. (4 points)

Two charostics of the ancient Egyptian government are that there was a King. There was a executioner.

Score Rationale

The student received 1 point because he or she correctly identified one characteristic of ancient Egyptian government: "there was a king." The student did not describe the characteristic.

SCORE POINT 0

Student Sample

7. In your **Answer Document**, identify and describe two characteristics of ancient Egyptian government. (4 points)

Two characteristics of Ancient Egyptian government are:

- ① They have Pyramids.
- ② Government Officials ruled.

Score Rationale

The student received no points because he or she did not correctly identify any characteristics of ancient Egyptian government. The characteristic listed, "Government officials ruled," was too vague to earn credit. No description was provided.

Question 13

13. The Dred Scott decision in 1857 was an important milestone in the history of slavery.

In your **Answer Document**, explain how the Supreme Court’s decision helped lead to the American Civil War. (2 points)

Standard and Benchmark Assessed

Standard: History

Benchmark: G. Analyze the causes and consequences of the American Civil War.

Rationale: This question asks students to explain how the Dred Scott Supreme Court case contributed to the American Civil War. Students must demonstrate a solid understanding that the decision led to division/increased tensions/polarization between the North and South. To earn full credit, students must clearly and accurately explain how the Dred Scott decision helped lead to the American Civil War.



Scoring Guidelines

Exemplar:

- The Dred Scott case decided that slavery was legal in the territories, which effectively overturned the Missouri Compromise. This unraveled the fragile political balance that had held the Union together.

Other Correct Responses:

- The ruling said that the national government could not prohibit slavery in the territories. Abolitionists feared this would permit slavery to expand across the West and their fears further polarized Northern and Southern positions.
- The Supreme Court said slaves were not citizens and so could not sue in federal courts. This ruling angered abolitionists by appearing to take away that right. This denial of rights for Blacks further divided the nation.
- The ruling said slaves do not gain their freedom by going to free states, reinforcing the Fugitive Slave Act hated by northern abolitionists. This increased tensions between the North and South.

Points

Student Response

2

The response clearly and accurately explains how the Dred Scott decision helped lead to the American Civil War. The student’s response must demonstrate a solid understanding that the decision led to division/increased tensions/polarization between the North and South.

1

The response only partially explains how the Dred Scott decision helped lead to the American Civil War.

0

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. The Dred Scott decision in 1857 was an important milestone in the history of slavery.

In your **Answer Document**, explain how the Supreme Court's decision helped lead to the American Civil War. (2 points)

The Dred Scott Decision in 1857 helped lead to the civil war, because it continued to allow slavery. This further increased tensions between the North and South, leading to the war.

Score Rationale

The student received 2 points because he or she fully and accurately explained how the Dred Scott decision helped lead to the American Civil War: "it continued to allow slavery. This further increased tensions between the North and South, leading to the war."

SCORE POINT 1

Student Sample

13. The Dred Scott decision in 1857 was an important milestone in the history of slavery.

In your **Answer Document**, explain how the Supreme Court's decision helped lead to the American Civil War. (2 points)

The Supreme Court's decision led to the American Civil War because it just pushed the North and South further apart and made them more angry.

Score Rationale

The student received 1 point because he or she briefly described how the Dred Scott decision helped lead to the American Civil War: "it just pushed the North and South further apart and made them more angry."

SCORE POINT 0

Student Sample

13. The Dred Scott decision in 1857 was an important milestone in the history of slavery.

In your **Answer Document**, explain how the Supreme Court's decision helped lead to the American Civil War. (2 points)

The Supreme Court's decision led to the American Civil War. The Supreme Courts decision made the south mad at the north because of the courts decision.

Score Rationale

The student received no points because he or she did not explain how the Dred Scott decision helped lead to the American Civil War. The statement "The Supreme Courts decision made the south mad at the north" was false.

