

**Ohio Achievement Test  
Grade 5 Social Studies**

**May 2007**

**Answer Key  
and  
Scoring Guidelines**

**Grade 5 Social Studies  
Answer Key  
May 2007**

<b>Item No.</b>	<b>Type</b>	<b>Content Standard</b>	<b>Content Standard Benchmark</b>	<b>Key</b>
1	Multiple Choice	History	C	B
2	Multiple Choice	Government	B	B
3	Multiple Choice	Citizenship Rights and Responsibilities	B	D
4	Multiple Choice	Social Studies Skills and Methods	A	C
5	Multiple Choice	Geography	A	C
6	Extended Response	Citizenship Rights and Responsibilities	A	E
7	Multiple Choice	Government	B	B
8	Multiple Choice	History	C	D
9	Multiple Choice	Economics	A	C
10	Multiple Choice	History	B	B
11	Short Answer	People in Societies	B	S
12	Multiple Choice	Geography	A	C
13	Multiple Choice	Social Studies Skills and Methods	C	C
14	Multiple Choice	People in Societies	A	D
15	Multiple Choice	Government	B	C
16	Short Answer	Social Studies Skills and Methods	D	S
17	Multiple Choice	People in Societies	B	A
18	Multiple Choice	History	B	B
19	Multiple Choice	People in Societies	A	C
20	Multiple Choice	History	B	A
21	Short Answer	Social Studies Skills and Methods	C	S
22	Multiple Choice	People in Societies	A	D
23	Multiple Choice	Economics	B	B
24	Multiple Choice	Geography	B	D
25	Multiple Choice	Social Studies Skills and Methods	B	A
26	Extended Response	Geography	A	E
27	Multiple Choice	History	B	D
<b>28 – 33</b>	<b>Field Test question not used in student score</b>			
34	Multiple Choice	Social Studies Skills and Methods	B	A
35	Multiple Choice	History	C	B
36	Multiple Choice	Social Studies Skills and Methods	C	D
37	Multiple Choice	Citizenship Rights and Responsibilities	A	B
38	Short Answer	History	A	S
39	Multiple Choice	Geography	D	A
40	Multiple Choice	Citizenship Rights and Responsibilities	B	A
41	Multiple Choice	Economics	C	B
42	Multiple Choice	Government	A	A
43	Multiple Choice	Social Studies Skills and Methods	B	C
44	Multiple Choice	History	C	A

Limited = 0-13; Basic = 14-25; Proficient = 26-31; Accelerated = 32-37; Advanced = 38-48  
Multiple Choice = 1 point; Short Answer = 2 points; Extended Response = 4 points

6. The Park Department needs volunteers to help clean up the neighborhood creek. A flyer announcing the cleanup is shown.

## Community Creek Cleanup


➔


Help change the scenery  
from this scene, to . . .

**Date: Saturday and Sunday**  
**Time: 9 am–3 pm**

*Meet your community members at Critter's Creek,  
across the street from town hall.*

**What are the Problems. . .**



- Broken glass and bottles
- Trash in the water
- Bike path littered with debris
- Fallen trees blocking water flow
- Shrubbery needs trimming

In your **Answer Document**, identify two things the volunteers can do to help the creek.

Explain how these actions will help promote the common good. (4 points)

### Scoring Guidelines

Points	Student Response
4 point	<p>Student identifies two things volunteers can do and explains how each will help promote the common good.</p> <p><b>Exemplar Response:</b></p> <ul style="list-style-type: none"> <li>• Picking up trash from the creek because it is hurting the environment and animal life. (Trash pickup will help animals/environment.)</li> <li>• Picking up the litter on the bike path so children playing won't fall and injure themselves</li> </ul> <p><b>Sample Response:</b></p> <ul style="list-style-type: none"> <li>• Unblocking the creek of branches so the water flows and circulates</li> <li>• Cleaning the paths of trash so people won't get hurt/property damaged</li> <li>• Trimming the bushes so the creek is a prettier sight/a better place to be or go</li> </ul>

	<ul style="list-style-type: none"> <li>• Picking up broken glass and bottles so no one gets cut/property isn't damaged</li> <li>• Donate money to Parks Dept. for improvements/equipment</li> <li>• Put up no-littering signs to keep it clean/safe</li> </ul>
3 point	Student identifies two things volunteers can do and explains how one will help promote the common good.
2 point	Student identifies two things volunteers can do but provides no explanations <b>OR</b> response identifies one thing volunteers can do and explains how it will help promote the common good.
1 point	Student identifies one thing volunteers can do but provides no explanations.  <b>NOTE:</b> an explanation without an identification is not worth any points.
0 point	The response does not meet the criteria required to earn one point. The response indicates inadequate or no understanding of the task and/or the idea or concept needed to answer the item. It may only repeat information given in the test item. The response may provide an incorrect solution/response and the provided supportive information may be 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."

11. In your **Answer Document**, give one reason English colonists came to Virginia and settled in Jamestown.

Describe one way their experience was different from what they had expected.  
(2 points)

**Scoring Guidelines**

Points	Student Response
2 point	<p>Response includes one explanation why the English settled in Jamestown <b>AND</b> a correct description of one way in which reality was different from settlers' expectations.</p> <p><b>Exemplar Response:</b> The English who settled in Jamestown were hoping to get rich quickly by finding gold. In reality, there was no gold there, and the only way the colony eventually prospered was by planting and selling tobacco.</p> <p><b>Sample Response:</b> <b>Goals:</b></p> <ul style="list-style-type: none"> <li>• They wanted to live like gentlemen.</li> <li>• They wanted to acquire land.</li> <li>• They wanted to make money for their joint-stock company.</li> </ul> <p><b>Results:</b></p> <ul style="list-style-type: none"> <li>• Many fell ill from diseases.</li> <li>• The land was not suitable.</li> <li>• Many starved.</li> <li>• They had to work hard.</li> </ul> <p>At one point, they only survived due to food and water provided by local American Indians.</p>
1 point	<p>Response includes one correct explanation why English colonists settled Jamestown <b>OR</b> a correct description of one way their experience was other than what settlers expected. The noncredited part of the response may be incorrect, overly general or vague, or missing.</p>
0 point	<p>The response does not meet the criteria required to earn one point. The response indicates inadequate or no understanding of the task and/or the idea or concept needed to answer the item. It may only repeat information given in the test item. The response may provide an incorrect solution/response and the provided supportive information may be 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."</p>

16. A rare bird just built its nest on a fence near a busy local road. To protect the bird, the mayor is thinking about closing this section of the road for six months.

In your **Answer Document**, list one advantage and one disadvantage of this solution.  
(2 points)

**Scoring Guidelines**

Points	Student Response
2 point	<p>The response correctly identifies one advantage <b>AND</b> one disadvantage.</p> <p><b>Exemplar Response:</b> An advantage is that the bird will live. It may even be able to have babies and increase the population of birds in the United States. A disadvantage is that traffic will increase on the surrounding roads.</p> <p><b>Sample Response:</b> <b>Advantages:</b></p> <ul style="list-style-type: none"> <li>• The mayor may have babies and increase the population of birds.</li> <li>• Six months' closure is just a temporary disruption of the roads, not a permanent change.</li> <li>• The mayor will increase his popularity with environmental groups.</li> <li>• The bird may come back even after it migrates to somewhere else.</li> <li>• Tourists and birdwatchers may come to the city.</li> </ul> <p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>• People will be upset/unhappy/angry.</li> <li>• People have to add time to their commute to work/school.</li> <li>• People may use more gas commuting to work.</li> <li>• An increased population of this rare bird may lead to the decrease in the presence of other animals (prey of the bird).</li> <li>• Closing the road this year may not be a permanent solution; the bird may nest again there next year causing the same problem again.</li> </ul>
1 point	The response correctly identifies one advantage <b>OR</b> one disadvantage.
0 point	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."

21. Leon did some research to find out how many people lived in the American colonies in 1650. The table below shows the data he found for three of the original colonies.

In your **Answer Document**, make a bar graph to show these data.

Be sure to label your bar graph correctly. (2 points)

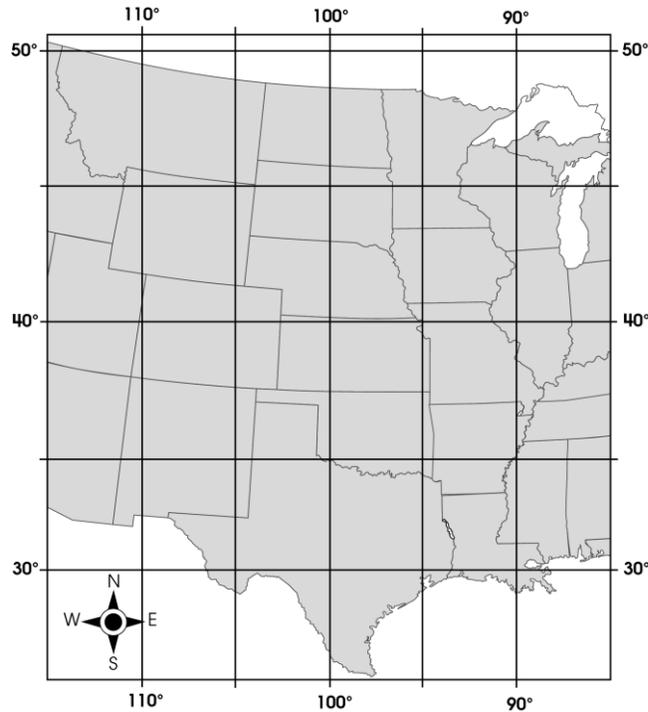
**Population of Three American Colonies in 1650**

Colony	Population
New Hampshire	1,300
Connecticut	4,100
Maryland	4,500

**Scoring Guidelines**

Points	Student Response
2 point	<p>Student creates a bar graph showing the populations of three colonies, based on the data in the table.</p> <ul style="list-style-type: none"> <li>The graph is labeled clearly and correctly on the horizontal axis.</li> <li>The graph is labeled clearly and correctly on the vertical axis.</li> <li>The bars are drawn accurately to reflect the data.</li> <li>The graph demonstrates an understanding of the appropriate use of scale.</li> <li>The graph has a title.</li> </ul> <p><b>Exemplar Response:</b></p> <p style="text-align: center;"><b>Population of Three American Colonies in 1650</b></p> <p><b>Sample Response:</b> Data can be represented either vertically or horizontally.</p>
1 point	<p>Student creates a bar graph showing the populations of three colonies, based on the data in the table. The graph is labeled correctly on one of the axes but not the other. Most of the bars are drawn accurately to reflect the data, but one of them may have a slight error.</p>
0 point	<p>Response does not meet the criteria required to earn one point. The response indicates inadequate or no understanding of the task and/or the idea or concept needed to answer the item. It may only repeat information given in the test item. The response may provide an incorrect solution/response, and the provided supportive information may be 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."</p>

26. A map of the central United States is shown.



In your **Answer Document**, identify four states that 100°W longitude passes through.  
**(4 points)**

**Scoring Guidelines**

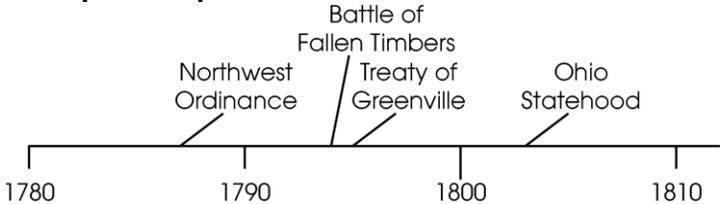
Points	Student Response
4 point	<p>Student identifies four correct states.  <b>NOTE:</b> if the student identifies more than six states, only give credit for answers among the first six.</p> <p><b>Exemplar Response:</b>            North Dakota, South Dakota, Texas, Oklahoma</p> <p><b>Sample Response:</b>            Kansas, Nebraska (in addition to those listed in the exemplar)</p>
3 point	Student identifies three correct states.
2 point	Student identifies two correct states.
1 point	Student identifies one correct state.
0 point	<p>The response does not meet the criteria required to earn one point. The response indicates inadequate or no understanding of the task and/or the idea or concept needed to answer the item. It may only repeat information given in the test item. The response may provide an incorrect solution/response and the provided supportive information may be 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."</p>

38. In your **Answer Document**, draw a timeline that accurately shows these events:

- 1795 - Treaty of Greenville
- 1803 - Ohio Statehood
- 1787 - Northwest Ordinance
- 1794 - Battle of Fallen Timbers

Be sure that the events are in the correct order and that you label evenly spaced intervals on your timeline. (2 points)

**Scoring Guidelines**

Points	Student Response
2 point	<p>The response provides a horizontal or vertical timeline with appropriately spaced and labeled time intervals and all four events placed in chronological order.</p> <p><b>NOTE:</b> (basic criteria for credited responses):            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.</p> <p><b>Exemplar Response:</b></p>  <p><b>Sample Response:</b></p> <ul style="list-style-type: none"> <li>• Events presented in chronological order with evenly spaced units of time on a <b>vertical timeline</b></li> <li>• Evenly spaced intervals of time are limited to one, two, five, ten, twenty, twenty-five or fifty year intervals. Do not accept intervals greater than 50 years.</li> </ul>
1 point	<p>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.</p>
0 point	<p>The response provides no timeline or a timeline that does not have four events in chronological order <b>AND</b> unevenly spaced intervals. The response does not meet the criteria required to earn one point. The response indicates inadequate or no understanding of the task and/or the idea or concept needed to answer the item. It may only repeat information given in the test item. The response may provide an incorrect solution/response and the provided supportive information may be 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."</p>