Ohio Achievement Test
Grade 5 Social Studies

May 2008

Answer Key
and
Scoring Guidelines

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Item No.	Type	Content Standard	Content Standard Benchmark	Key
1	Multiple Choice	History	C	Not for Public Release
2	Multiple Choice	Social Studies Skills and Methods	B	D
3	Multiple Choice	Geography	A	A
4	Multiple Choice	Government	A	D
5	Multiple Choice	History	A	Not for Public Release
6	Short Answer	Social Studies Skills and Methods	D	Not for Public Release
7	Multiple Choice	People in Societies	B	Not for Public Release
8	Multiple Choice	Citizenship Rights and Responsibilities	A	C
9	Multiple Choice	Geography	A	Not for Public Release
10	Multiple Choice	History	C	B
11	Extended Response	Citizenship Rights and Responsibilities	A	Not for Public Release
12	Multiple Choice	Economics	A	D
13	Multiple Choice	People in Societies	A	C
14	Multiple Choice	Social Studies Skills and Methods	C	Not for Public Release
15	Multiple Choice	Geography	B	Not for Public Release
16	Short Answer	Government	B	2 pt rubric
17	Multiple Choice	History	A	B
18	Multiple Choice	Citizenship Rights and Responsibilities	B	Not for Public Release
19	Multiple Choice	Social Studies Skills and Methods	B	Not for Public Release
20	Multiple Choice	Geography	C	Not for Public Release
21	Extended Response	Geography	C	4 pt rubric
22	Multiple Choice	Economics	C	D
23 – 28	**Field Test Items Not Used in Student Score**			
29	Multiple Choice	People in Societies	B	D
30	Multiple Choice	History	C	A
31	Short Answer	Social Studies Skills and Methods	C	2 pt rubric
32	Multiple Choice	Social Studies Skills and Methods	A	D
33	Multiple Choice	History	A	Not for Public Release
34	Multiple Choice	Citizenship Rights and Responsibilities	A	Not for Public Release
35	Multiple Choice	Economics	B	Not for Public Release
36	Multiple Choice	History	C	Not for Public Release
37	Multiple Choice	People in Societies	B	Not for Public Release
38	Short Answer	History	B	Not for Public Release
39	Multiple Choice	Geography	A	B
40	Multiple Choice	Social Studies Skills and Methods	B	Not for Public Release
41	Multiple Choice	Economics	B	Not for Public Release
42	Multiple Choice	Social Studies Skills and Methods	B	Not for Public Release
43	Multiple Choice	Geography	B	Not for Public Release
44	Multiple Choice	History	C	Not for Public Release

Limited = 0-12; Basic = 13-23; Proficient = 24-29; Accelerated = 30-35; Advanced = 36-48
Multiple Choice = 1 point; Short Answer = 2 points; Extended Response = 4 points

16. In your **Answer Document**, list two ways the United States Constitution limits the president's power. (**2 points**)

Scoring Guidelines

Points	Student Response
2 point	The response provides two ways the United States Constitution limits the president's power. **Sample Response**: • Congress can override the president's veto. • The president can be impeached by the Senate. • The president must get the "advice and consent" of the Senate to make treaties. • The president must get the "advice and consent" of the Senate when appointing • Supreme Court justices, ambassadors and/or other officers of the United States. • Any form of separation of powers (e.g., the president does not control the "power of the purse," the president does not control the "power of the sword," the president does not pass laws, the president does not rule on the constitutionality of laws). • The correct mention of the presidential term limits (4 years per term and two consecutive terms).
1 point	The response provides one way the United States Constitution limits the president's power.
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."

21. In your **Answer Document**, identify two ways modern highway systems have affected the physical environment. (**4 points**)

Give a detailed explanation about how each way has affected the physical environment.

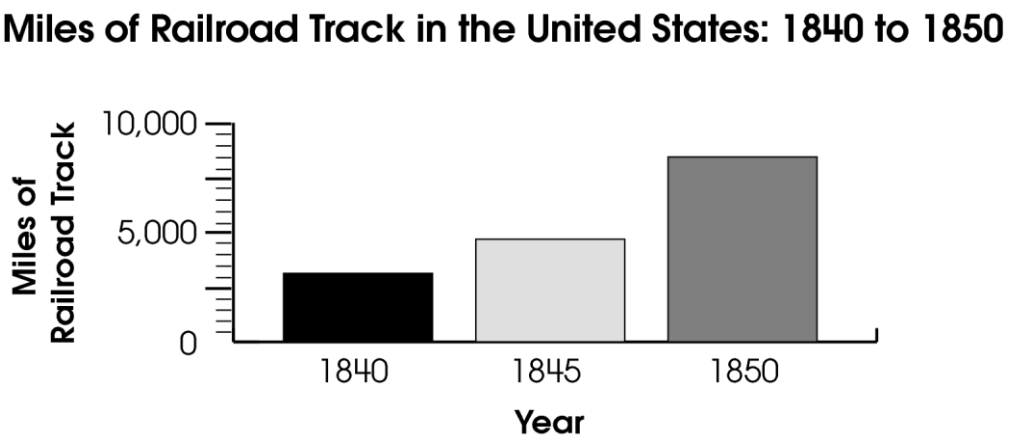
Scoring Guidelines

Points	Student Response
4 point	The response provides two explanations of the effects on the physical environment of the construction and/or use of highway systems. Each explanation must be 1) accurate or correct and 2) supported by adequate detail. **Sample Response**: • Building more highways encourages people to drive more, because it is likely easier to get to more destinations by car. This leads to more and more air pollution that can damage people's health. • Some highways are built through natural areas that have rare plants or animals. Building the highway can destroy these habitats and their plant and animal life. • Effect of littering • Highways encourage suburban growth, which further reduces available cropland and forest, and causes more water pollution (from runoff and sewer and waste problems. • Some highways are built over farmland. This reduces the amount of land available to grow food, and reduces the amount of plant life that produces oxygen, which can be a problem near crowded cities. • Certain plants, including food crops, can be harmed by automobile pollution (e.g. ozone). Farmers may harvest smaller yields in areas of high air pollution. • Highway surfaces do not absorb water, which can cause drainage problems, which can cause flooding or disturb wetlands.
3 point	The response provides two accurate explanations of the effects on the physical environment, but one of the explanations is overly general and lacks adequate detail.
2 point	The response provides one accurate and detailed explanation of the effects on the physical environment, and a second explanation that is incorrect or inaccurate. **OR** The response provides two accurate but general explanations of the effects on the physical environment, which lack adequate detail.
1 point	The response provides one accurate and detailed explanation of the effects on the physical environment, but no supporting detail.
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 consequence. The student may have written on a different topic or written, "I don't know."

31. In your **Answer Document**, draw a bar graph that shows the increase in miles of railroad track in the United States from 1840 to 1850. (**2 points**)

Be sure to label your graph correctly, including the *x*-axis, the *y*-axis and a title.

Scoring Guidelines

Points	Student Response
2 point	Student creates a bar graph showing the increase in miles of railroad track in the United States from 1840 to 1850, based on the data in the table. The graph is labeled clearly and accurately on the horizontal axis. The graph is labeled clearly and accurately on the vertical axis. The bars on the graph accurately reflect the data. The graph demonstrates an understanding of the appropriate use of scale. The graph also **MUST** have a title. Data can be presented either horizontally or vertically. 
1 point	Student creates a bar graph showing the miles of track, 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, i.e. no title.
0 point	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.”