Ohio Achievement Test Grade 8 Social Studies

May 2007

Answer Key and Scoring Guidelines

Grade 8 Social Studies Answer Key May 2007

| Item | | | Content Standard | |
|---------|-------------------|---|---------------------|-------------|
| No. | Туре | Content Standard | Benchmark | Key |
| 1 | Multiple Choice | Government | A | Α |
| 2 | Multiple Choice | Economics | А | Α |
| 3 | Multiple Choice | Social Studies Skills and Methods | С | С |
| 4 | Multiple Choice | Citizenship Rights and Responsibilities | В | В |
| 5 | Multiple Choice | People in Societies | В | Α |
| 6 | Extended Response | History | F | 4 pt rubric |
| 7 | Multiple Choice | Social Studies Skills and Methods | В | D |
| 8 | Multiple Choice | History | В | В |
| 9 | Multiple Choice | History | E | D |
| 10 | Multiple Choice | People in Societies | Α | С |
| 11 | Short Answer | History | D | 2 pt rubric |
| 12 | Multiple Choice | Government | Α | С |
| 13 | Multiple Choice | People in Societies | В | В |
| 14 | Multiple Choice | Economics | В | Α |
| 15 | Multiple Choice | Government | С | D |
| 16 | Short Answer | Social Studies Skills and Methods | D | 2 pt rubric |
| 17 | Multiple Choice | History | G | Α |
| 18 | Multiple Choice | Economics | С | D |
| 19 | Multiple Choice | People in Societies | Α | D |
| 20 | Multiple Choice | History | С | В |
| 21 | Short Answer | Social Studies Skills and Methods | Α | 2 pt rubric |
| 22 | Multiple Choice | History | F | D |
| 23 | Multiple Choice | Geography | Α | С |
| 24 | Multiple Choice | Social Studies Skills and Methods | С | С |
| 25 | Multiple Choice | Geography | D | D |
| 26 | Extended Response | People in Societies | С | 4 pt rubric |
| 27 | Multiple Choice | Government | В | Α |
| 28 – 33 | | Field Test question not used in student s | core | |
| 34 | Multiple Choice | Government | В | В |
| 35 | Multiple Choice | History | G | С |
| 36 | Multiple Choice | Social Studies Skills and Methods | В | В |
| 37 | Multiple Choice | Social Studies Skills and Methods | С | D |
| 38 | Short Answer | Citizenship Rights and Responsibilities | Α | 2 pt rubric |
| 39 | Multiple Choice | Geography | С | A |
| 40 | Multiple Choice | Citizenship Rights and Responsibilities | В | С |
| 41 | Multiple Choice | History | D | С |
| 42 | Multiple Choice | Geography | С | Α |
| 43 | Multiple Choice | Geography | В | В |
| 44 | Multiple Choice | Citizenship Rights and Responsibilities | А | А |

Limited = 0-13; Basic = 14-22; Proficient = 23-29; Accelerated = 30-33; Advanced = 34-48 Multiple Choice = 1 point; Short Answer = 2 points; Extended Response = 4 points 6. The Framers began writing the Constitution of the United States in May 1787, but it was not ratified by all thirteen states until May 1790. One of the issues debated during the Constitutional Convention was the congressional representation of enslaved Africans.

In your **Answer Document**, explain the positions of both Northern delegates and Southern delegates on the issue of congressional representation of enslaved Africans. (**4 points**)

| | Scoring Guidelines | | |
|---------|--|--|--|
| Points | Student Response | | |
| 4 point | The response explains both the point of view of Northern and Southern delegates. Each explanation meets BOTH of the following criteria: | | |
| | Accurate – all of the information supplied is correct; | | |
| | Clear – inferences do not have to be made beyond what is written. | | |
| | Exemplar Response: | | |
| | Southern delegates wanted to include slaves in their population count to increase the number of legislators allotted to their states. Northern delegates disagreed and argued that if slaves were not voting citizens, they should not be counted when deciding the number of representatives from each state. Sample Response: | | |
| | Southern delegates wanted to include slaves in their population count because it would increase the number of electors their state received. Northern delegates disagreed and argued that if slaves were not voting citizens, they should not be counted when deciding the number of electors for each state. | | |
| 3 point | The response includes one explanation that meets both criteria (accurate and clear) and one response that meets only one of the criteria (accurate or clear). | | |
| 2 point | The response includes one explanation that meets both criteria (accurate and clear) and one response that does not meet either of the criteria (accurate or clear) or does not include a second response. OR | | |
| | The response includes two explanations that meet only one criteria (accurate or clear). | | |
| 1 point | The response includes one explanation that meets only one criteria (accurate or clear) and one response that does not meet either of the criteria (accurate or clear) or does not include a second response. Sample Response: | | |
| | Representation of states in Congress | | |
| 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." | | |
| | shown. The student may have written on a different topic or written, "I don't know." | | |

11. Between 1519 and 1605, the American Indian population in Central Mexico decreased from approximately 25 million to 1 million people.

In your **Answer Document**, identify and describe one reason why this population decline was so extreme. **(2 points)**

| Scoring Guidelines Of colors of the color o | | |
|--|--|--|
| Points | Student Response | |
| 2 point | The student accurately identifies one reason for the dramatic decline in the Indian population of Mexico between 1519 and 1605 and describes why the decline was so extreme. | |
| | Exemplar Response: The population of Central Mexico declined because Spanish explorers introduced diseases from Europe and Africa that were new to the American Indians. The Indians had no immunity to the diseases, so they died in large numbers. | |
| | Sample Response: The Spanish explorers had superior military technology (muskets, cannons, metal helmets, armor, and horses) which allowed them to easily conquer the American Indian tribes. There was increased division and discontent among the American Indian tribes. The Spanish won allies by playing the tribes against each other which made wars between them more common and destructive. It also made it easier for the Spanish to conquer them in battle. | |
| 1 point | The student identifies one reason for the decline of the American Indian population during that period but does not describe why this decline in population was so extreme. | |
| 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." | |

16. Jamal, Louisa and Martin are working in a group in their social studies classroom. Their task is to report information on political parties to the class. Jamal and Louisa disagree on how they should present the information. Jamal suggests that they create an overhead presentation. Louisa wants to have a talk show where guest speakers are interviewed. Jamal and Louisa cannot seem to agree on the form of the presentation.

In your **Answer Document**, explain a method this group could use to make a decision on the presentation format. (**2 points**)

| Scoring Guidelines | | |
|--------------------|---|--|
| Points | Student Response | |
| 2 point | Response provides a complete explanation of an appropriate method the group could use to make a decision on the presentation format. | |
| | Exemplar Response: The group could randomly select a presentation method (such as pick a number, drawing straws, rock, paper, scissors or drawing an idea out of a hat). | |
| | Sample Response: The group could compromise by incorporating both the overhead and the talk show format. | |
| | Martin could suggest another method of presenting to break the deadlock. The group could poll the class to see what method they prefer. One idea for the group might be that they vote and the idea with the most votes would | |
| | win. | |
| 1 point | Response provides a partial or incomplete explanation of an appropriate method the group could use to make a decision on the presentation format. Sample Response: | |
| | Vote. (A lazy answer. Does not indicate who should vote—the group or the class), and does not specify what choices they should vote for.) | |
| | Ask the teacher to choose. (Appeal to authority is a common method that avoids addressing the issue.) | |
| 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. The British Parliament's decision to tax the American colonists caused conflict between the colonies and Britain. Read the following quotations from a British newspaper and a Massachusetts colonist.

The Colonies were acquired with no other view than to be a convenience to us, and therefore it can never be imagined that we are to consult their interest." —*The London Chronicle*, 1764

"If our trade be taxed, why not our lands, or produce ... in short, everything we possess? They tax us without having legal representation." —Samuel Adams, 1765

In your **Answer Document**, compare how these two authors differ in their opinions about taxing the colonies. (**2 points**)

| Points | Guidelines Student Response |
|---------|---|
| | |
| 2 point | The response explains that Adams (or the colonists) and <i>The London Chronicle</i> writer (or the British) disagree over whether American interests need to be represented before Britain can tax the colonies. The response may imply the difference by accurately summarizing both views. |
| | Exemplar Response: The London Chronicle writer believes that the colonies should serve British interests and that there is no need to consult the colonists before taxing them or passing other laws that affect them. Samuel Adams disagrees. He believes that the British do not have the right to tax the colonists because the colonists are not represented in Parliament. |
| | Sample Response: |
| | The British believe that they have the right to tax the colonists. The colonists believe that they must have representation in the British government before taxes are levied upon them. |
| 1 point | The response explains the point of view of EITHER the British OR the colonists regarding taxation. |
| | Sample Response: |
| | The colonists believe that the British do not have the right to tax them without representation in Parliament. |
| 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." |
| | Sample Response: |
| | The London Chronicle writer is from Britain. Samuel Adams is an American. |

26. The Crusades had a great impact on European culture during the Middle Ages.

In your **Answer Document**, identify and describe two ways the Crusaders' contact with the Middle East changed European culture. (**4 points**)

| Scoring Guidel Points | Student Response |
|-----------------------|---|
| 4 point | The response identifies and describes two lasting effects that the Crusades had on European culture. Exemplar Response: |
| | Introduced new products – When Crusaders returned to Western Europe from Islamic and Byzantine lands, they were interested in adding spices, sugar, fruits, tapestries, and silk to their daily lives. |
| | • Introduced new knowledge – When Crusaders returned to Europe from Islamic and Byzantine lands, they brought with them new knowledge about architecture. (or shipbuilding, compasses, navigation, map making, algebra, chemistry, Arabic numerals, steel, mathematics, weaponry, etc.) |
| | Sample Response: |
| | Increased trade – As Europeans traveled to the Middle East, trade grew, especially in Italy, as Mediterranean ports became more important in shipping goods from the east. |
| 3 point | The response identifies two lasting effects that the Crusades had on European culture and describes one of them. A second description may be incorrect, vague or missing. |
| 2 point | The response identifies and describes one lasting effect that the Crusades had on European culture. OR |
| | The response identifies two lasting effects that the Crusades had on European culture. |
| 1 point | The response identifies one lasting effect the crusades had on European culture. |
| 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." |

38. Jan Logan opposes a bill in her state legislature that would raise the speed limit on rural highways. She believes that a higher speed limit would lead to more auto accidents in her community.

In your **Answer Document**, identify one method Jan could use to keep this bill from becoming a state law in a representative democracy, and describe how the method accomplishes its goal. (**2 points**)

| | Scoring Guidelines | | |
|---------|--|--|--|
| Points | Student Response | | |
| 2 point | The student correctly identifies one method Jan could use to keep this bill from becoming a state law in a representative democracy and describes how the method accomplishes its goal. | | |
| | Exemplar Response: Contact her state representative – Jan can call, write, meet with, or e-mail her state representative to inform him or her of her views about raising the speed limit and influence him or her to vote against the bill. | | |
| | Sample Response: Make public speeches – Jan could make public speeches about the dangers of raising the speed limit in order to persuade other citizens to oppose the bill. Write a letter to the editors of several newspapers – Jan could write a letter to the editor of one or more newspapers explaining her point of view in hopes of influencing her state representatives (either directly or indirectly through other citizens) to oppose the bill. Organize a protest – Jan could organize a protest demonstration or rally against the bill in order to make state government officials aware of current public opposition to the bill and to increase public awareness of her cause. Circulate a petition – Jan could circulate a petition against the bill and present it to her representative to demonstrate public opinion against the bill. | | |
| | Publish and distribute fliers – Jan could gather information to publish and distribute fliers to inform others about the dangers of the bill. | | |
| 1 point | The student correctly identifies one method Jan could use to keep this bill from becoming a state law in a representative democracy, but does not describe how the method accomplishes its goal. The description may be incorrect, vague or missing. | | |
| | Sample Response: Contact her state representative | | |
| 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." | | |
| | Sample Response: Raising the speed limit is a good idea. I think drivers are responsible enough to be safe at higher speeds. | | |