Ohio Achievement Test
Grade 8 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	Economics	A	Not for Public Release
2	Multiple Choice	History	D	B
3	Multiple Choice	Social Studies Skills and Methods	A	Not for Public Release
4	Multiple Choice	Geography	D	Not for Public Release
5	Multiple Choice	History	G	D
6	Short Answer	History	E	2 pt rubric
7	Multiple Choice	History	B	Not for Public Release
8	Multiple Choice	History	G	Not for Public Release
9	Multiple Choice	History	D	Not for Public Release
10	Multiple Choice	Social Studies Skills and Methods	B	B
11	Extended Response	People in Societies	A	4 pt rubric
12	Multiple Choice	Geography	C	D
13	Multiple Choice	Citizenship Rights and Responsibilities	B	Not for Public Release
14	Multiple Choice	Social Studies Skills and Methods	B	Not for Public Release
15	Short Answer	Social Studies Skills and Methods	B	Not for Public Release
16	Multiple Choice	Economics	A	Not for Public Release
17	Multiple Choice	Citizenship Rights and Responsibilities	B	A
18	Multiple Choice	People in Societies	B	Not for Public Release
19	Multiple Choice	Government	A	Not for Public Release
20	Multiple Choice	Economics	B	D
21	Short Answer	Government	C	Not for Public Release
22	Multiple Choice	Geography	A	Not for Public Release
23 – 28	**Field Test Items Not Used in Student Score**			
29	Multiple Choice	Social Studies Skills and Methods	C	Not for Public Release
30	Multiple Choice	People in Societies	B	C
31	Extended Response	History	C	Not for Public Release
32	Multiple Choice	Geography	B	Not for Public Release
33	Multiple Choice	Economics	C	Not for Public Release
34	Multiple Choice	Geography	C	Not for Public Release
35	Multiple Choice	Social Studies Skills and Methods	D	B
36	Multiple Choice	Economics	A	D
37	Multiple Choice	Government	B	Not for Public Release
38	Short Answer	Social Studies Skills and Methods	C	2 pt rubric
39	Multiple Choice	Geography	D	D
40	Multiple Choice	History	A	Not for Public Release
41	Multiple Choice	Government	C	B
42	Multiple Choice	People in Societies	C	A
43	Multiple Choice	Government	A	C
44	Multiple Choice	History	F	Not for Public Release

Limited = 0-12; Basic = 13-23; Proficient = 24-30; Accelerated = 31-34; Advanced = 35-48
Multiple Choice = 1 point; Short Answer = 2 points; Extended Response = 4 points

6. In your **Answer Document**, describe two actions taken by colonial patriots to protest the authority of the British government in the years leading up to the American Revolution. (**2 points**)

Scoring Guidelines

Points	Student Response
2 point	The response correctly describes two ways colonial patriots took action against the British government in the years leading up to the American Revolution. • Colonists boycotted British products to protest British taxes and secretly organized colonial militias. • Colonists threw tea into the Boston Harbor. • Colonists taunted the British troops in a public protest that turned into the Boston Massacre • Colonists refused to pay taxes • Colonists harassed British tax collectors (e.g., tarred and feathered custom officials) • Colonists formed a Continental Congress • Colonists formed secret societies (e.g., the Sons of Liberty) • Colonists established the Committees of Correspondence • Colonists wrote letters of complaint to the British Parliament • Colonists published propaganda against the British or published/distributed pamphlets (e.g., *Common Sense*)
1 point	The response correctly describes one way colonial patriots took action against the British government in the years leading up to the American Revolution. A second description may be incorrect, vague or missing.
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**, identify and describe two political, cultural or economic characteristics common to ancient Chinese and ancient Mesopotamian civilizations. (**4 points**)

Scoring Guidelines

Points	Student Response
4 point	The response correctly identifies and accurately describes two political, cultural or economic characteristics common to ancient Chinese and ancient Mesopotamian civilizations. Sample response: • Both civilizations began around rivers, which provided irrigation for agriculture. • Both civilizations developed writing. The Mesopotamians developed cuneiform, and the Chinese developed a form of picture writing. • Canals to control flooding – Both civilizations had to worry about flooding, so they built levees and canals to prevent homes and crops from being washed away. • Irrigation – Both civilizations dug ditches to bring water to crops. • Monarchies - Both civilizations developed monarchies supported by highly organized bureaucracies. This may have been a result of the need to organize the proper distribution of irrigation water and maintenance of the irrigation systems. • Food surplus – Both civilizations developed advanced farming techniques, which allowed them to grow large amounts of food. • Cities – As the Mesopotamians and the Chinese developed better farming techniques, they grew surplus food and were able to support cities with large populations. • Religion—Mesopotamian cultures developed a belief in many gods (polytheism), while Chinese culture developed the ethical and philosophical systems of Confucianism and Taoism, which overlaid a popular grassroots belief in multiple gods.
3 point	The response correctly identifies two political, cultural or economic characteristics common to ancient Chinese and ancient Mesopotamian civilizations and accurately describes one. A second description may be incorrect, vague or missing.
2 point	The response correctly identifies and accurately describes one political, cultural or economic characteristic common to ancient Chinese and ancient Mesopotamian civilizations. **OR** The response correctly identifies two political, cultural or economic characteristics common to ancient Chinese and ancient Mesopotamian civilizations.
1 point	The response correctly identifies one political, cultural or economic characteristic common to ancient Chinese and ancient Mesopotamian civilizations.
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. Choose from the list two sources that Kathryn could use to find supporting details for her project. Then, in your **Answer Document**, explain why those two sources would be appropriate to use for her project. (**2 points**)

Scoring Guidelines

Points	Student Response
2 point	The response makes a cohesive argument why two of these sources would be appropriate for Kathryn to use in her research on leaders of the Civil War. **NOTE**: No credit will be given if a student chooses a source but fails to describe the reasoning behind choosing the source. **Sample Response**: Kathryn should use diaries from American Civil War generals because the diaries will provide Kathryn with rich details from the perspective of Civil War generals. Kathryn should also use a history textbook. The history textbook will help her identify the most important leaders of the American Civil War. • letters from American Civil War generals to their wives – This source would likely give considerable information about the war and the general's experience in the war. • maps showing major Civil War battles – This source would help Kathryn describe in detail the places where leaders of the American Civil War fought. • newspaper articles about the progression of the war – These would give Kathryn information about how the war progressed and the major achievements of each general. • photographs of Civil War battles – Kathryn could use these to see what the generals experienced during battles.
1 point	The response makes a cohesive argument why one of these sources would be appropriate for Kathryn to use in her research on leaders of the Civil War.
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."