

# OHIO GRADUATION TESTS



## **Social Studies**

### **Scoring Guidelines and Samples of Scored Student Responses**

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Spring 2006



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# **Social Studies**

## **Item 6**

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Item and Scoring Guidelines

## Item

Use the following table to answer question 6.

Italy and Japan:  
Selected Indicators, 2001

	Italy	Japan
High School Graduation Rate	79%	93%
Infant Mortality (death) Rate (per 1,000 live births)	5.8	3.9

Data Sources: Organization for Economic Cooperation and Development; U.S. Census Bureau, *Statistical Abstract of the United States: 2001*

Using the data in the table above, support or refute the following thesis: In 2001, Italy had a higher standard of living than Japan.

Write your answer in the **Answer Document**. (2 points)

### Sample Response for Item 6 (Short Answer):

Exemplar:

In 2001, Japan had a higher high school graduation rate, which suggests that people in Japan had greater access to education than people in Italy. Japan's infant mortality rate was lower, suggesting that people in Japan had greater access to health care than people in Italy. Thus, the data can be used to refute the thesis that Italy had a higher standard of living than Japan in 2001.

Other correct responses:

The data in the table partially refute the thesis. The data suggest that people in Japan had greater access to education and health care than people in Italy, and these factors suggest that Italy did not have a higher standard of living than Japan in 2001. However, more data would be needed to conclusively refute the thesis as there are several other attributes that contribute to a standard of living.

The data in the table are inconclusive as to the thesis. These data alone are insufficient to draw the broader conclusion that Italy did or did not have a higher standard of living than Japan in 2001. More data would be needed as there are several other attributes that contribute to a standard of living.

### Scoring Guidelines for Item 6:

Score point	Description
2 points	The response provides an accurate and complete (references the relevance of both data sets to “standard of living”)* explanation of how the data refute the thesis. (The response must indicate the extent to which the student thinks the thesis is refuted.)
1 point	The response provides a partially accurate and/or incomplete (does not reference the relevance of both sets of data to “standard of living”) explanation of how the data refute the thesis. (The response must indicate the extent to which the student thinks the thesis is refuted.)
0 points	The response does not meet any of the above criteria. The response may discuss aspects of the data not related to the thesis. The response may only express personal opinions about the data. The response may incorrectly apply the data to the stated conclusion about the thesis. The response may not indicate any position on the thesis or may indicate that the data support the thesis.

\* Relevance means to explain why data relate to the standard of living (e.g., Italy provides fewer social services to benefit living standards) and not just correctly restate the data.



# **Social Studies**

## **Item 6**

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Samples of Scored Student Responses

In 2001 Japan had more respect for younger children and teenagers because they have a higher H.S. graduation rate and a lower infant mortality rate. They also want a brighter future for their children.

**Score Point: 0**

The response expresses personal opinions about the data, but does not indicate any position on the thesis. No explanation is provided of how the data refute the thesis.

In 2001, Italy had a higher standard of living than Japan because the infant mortality rate was higher, which meant not a big lead to overpopulation, which causes less diseases.

**Score Point: 0**

The response indicates that the data support the thesis.

The table shows nothing about  
standard of ~~the~~ living.  
It shows graduation rate, and  
infant mortality rate. The  
thesis

"In 2001, Italy had a higher  
standard of living than Japan"  
can not be proven by the  
table

**Score Point: 0**

The response does not meet any of the criteria needed to receive a higher score. No explanation is provided of how the data refute the thesis.

No I refute to that, the is is.  
I refute to this because Japan  
has a higher graduated students  
93% to Italy 79%. Another reason  
is because Italy has a higher  
Infant mortality. So I will refute  
to that.

**Score Point: 1**

The response provides an incomplete explanation of how the data refute the thesis.

It is not enough data to show that Italy had a higher standard of living than Japan in 2001. I think Japan had a higher standard of living instead of Italy because 38% of their infants died compared to 5.8% of Italy's.

**Score Point: 1**

The response provides an incomplete explanation of how the data is inconclusive.

If Italy had a higher standard of living, it wouldn't have a higher infant mortality rate, and a lower high school graduation rate. Japan may be more poor and not have all the things Italy has, but Japan does have a higher standard of living.

**Score Point: 1**

The response provides an incomplete explanation of how the data refute the thesis.

I disagree with this statement because not only is the infant mortality rate higher in Italy, the graduation rate is lower. Japan has a higher standard of living because they have people getting a higher education and expect more from their people.

**Score Point: 1**

The response provides an incomplete explanation of how the data refute the thesis.

This thesis is false, because Japan's high high-school graduation rate and low infant mortality rate suggests that Japan has a higher standard of living. These statistics suggest that Japanese must graduate to create a high standard of living. Also the less amount of baby mortality suggests that the babies must be taken care of in acceptable environments.

**Score Point: 2**

The response provides an accurate and complete explanation of how the data refute the thesis.

I would have to refuse because the data is inconclusive, if there was more information such as people per square mile, and the average wage for workers it would be possible to answer the question.

**Score Point: 2**

The response provides an accurate and complete explanation of how the data is inconclusive.

I do not agree with this statement because Japan had a better graduation rate and a lower infant mortality rate. So their adults are smarter and they have better technology to help people.

**Score Point: 2**

The response provides an accurate and complete explanation of how the data refute the thesis.

I refute this thesis. In 2001, based on this data, Japan had a much higher high school graduation rate. Having more students that graduate results in more students having opportunities in professions. Having a well-paying profession increases standard of living. Also, the infant mortality rate is smaller in Japan, so it can be inferred that the infants have better prenatal and <sup>early</sup> childhood care.

**Score Point: 2**

The response provides an accurate and complete explanation of how the data refute the thesis.



# **Social Studies**

## **Item 12**

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Item and Scoring Guidelines

## Item

12. During the years between 1945 and 1950, the period directly following World War II, the Soviet Union expanded its influence in Central and Eastern Europe. Describe two concerns the United States had about this expansion. For each concern, identify a related action taken by the United States to counter Soviet activities in Europe during this time period.

Write your answer in the **Answer Document**. (4 points)

### Sample Response for Item 12 (Extended Response):

Exemplar:

One concern the United States had about Soviet expansion was that it would expand its influence into Western Europe. In response, the United States established the Marshall Plan to support democracies in Western Europe. Another concern the United States had about Soviet expansion was that Soviet military capability was growing and there was the possibility of Soviet aggression. In response, the United States and its European allies formed NATO as a defensive alliance.

Possible responses may include, but are not limited to the following:

- Concern: The U. S. believed it had to stop the further spread of communism. Actions may include references to containment, Marshall Plan, the Truman Doctrine, creation of NATO, sending troops to Europe, diplomacy, spying.
- Concern: The Soviet Union refused to cooperate in the administration of the divided Germany and set up a communist government in the area under their control. It sealed off access to West Berlin (Berlin Blockade). Actions: the Berlin Airlift to keep the Allied-occupied West Berlin supplied, the creation of NATO, diplomacy.
- Concern: Soviet military capability was growing and there was the possibility of Soviet aggression. Actions: the United States set up NATO as a defensive military alliance or may include reference to U. S. leadership and military presence in West Germany, diplomacy, spying.
- Concern: The Soviet Union was transforming Eastern European countries into Soviet-dominated Communist states. Actions: U. S. programs – the Marshall Plan, Truman Doctrine to assist in the economic recovery of European countries and to counteract the lure of communist propaganda, diplomacy, spying.
- Concern: There was a possibility of World War over Eastern Europe. Actions: the formation of NATO, U.S. military presence in Europe, diplomacy, spying.
- Concern: There would be a loss of trade with Central and Eastern Europe. Actions: Marshall Plan, Truman Doctrine, diplomacy.

- Concern: The Soviet Union created the Eastern bloc.  
Actions: the formation of NATO, diplomacy, spying.

**Scoring Guidelines for Item 12:**

Score point	Description
4 points	The response will include two concerns with a relevant action for each concern.
3 points	The response will include two concerns with a relevant action for one of the concerns OR include one concern with two relevant actions.
2 points	The response will include two concerns with no relevant actions OR include one concern with one relevant action.
1 point	The response will include one concern OR indicate one or two actions without connecting the action(s) with an appropriate concern.
0 points	The response does not meet any of the above criteria. The response may discuss other Cold War concerns (e.g., arms race) and related actions (e.g., development of the H-bomb) that are not pertinent to Soviet expansion in Eastern Europe, 1945-1950.



# **Social Studies**

## **Item 12**

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Spring 2006

Samples of Scored Student Responses

Two concerns that the U.S. had during  
this time were if they would be effected  
or changed by this & how they would be  
effected.

**Score Point: 0**

The response does not meet any of the criteria for a higher score. No relevant concerns or relevant actions are identified.

The Soviet Union greatly expanded their power directly after WWII. They industrialized and modernized industry very rapidly. They also began the first space program. America was concerned because they could produce mass amounts of weapons in an industrialized society and many people feared that with space, they showed a superiority or could drop bombs on America. To fight these problems, America increased domestic manufacturing and also started a space program to "race to the moon." This resulted in a serious competitive battle between the US and Russia (USSR) during the cold war.

**Score Point: 0**

The response does not meet any of the criteria for a higher score. No relevant concerns or relevant actions are identified. The "space program to race to the moon" is not relevant to the United States' concerns or actions regarding the expansion of the Soviet influence in Eastern Europe.

The US didn't want more countries on the other side

**Score Point: 0**

The response does not meet any of the criteria for a higher score. No relevant concerns or relevant actions are identified. "More countries on the other side" lacks the specificity to identify the spread of communism.

The United States was concerned that the expansion might cause another world war. They were also worried about another person similar to Hitler with trying to make one supernatural race and trying to takeover the world.

**Score Point: 1**

The response accurately identifies one relevant concern (expansion might cause another world war) but does not identify a relevant action for that concern.

During the years between 1945 and 1950 the Soviet Union expanded its influence in Central and Eastern Europe. The United States, however, had a few concerns. One concern was the spread of Communism. In order to combat the spread of Communism the United States helped South Korea in a war to prevent their government from becoming communist. Also the United States was concerned of the United States becoming communist. So, they led investigations of public figure to be sure no one was leaking secrets to the Soviet Union.

**Score Point: 1**

The response accurately identifies one relevant concern (the spread of communism); but does not identify a relevant action for that concern. The Korean War and the investigation of communism among American citizens were not actions taken by the United States to counter the expansion of Soviet influence in Europe.

Spread of communism - tried to stop it

**Score Point: 1**

The response accurately identifies one relevant concern (spread of communism), but does not identify a relevant action for that concern. "Tried to stop it" lacks the specificity to identify an action.

That Russia might start a war. or cause  
more countries to become communist,

**Score Point: 2**

The response accurately identifies two relevant concerns (Russia might start a war; might cause more countries to become communist), but does not identify a relevant action for either concern.

A big reason was the spread of communism. The United States was heavily against Communism and the Soviet Union was a Communist country. The United States practiced Containment.

**Score Point: 2**

The response accurately identifies one relevant concern (the spread of communism), and identifies a relevant action for that concern (the United States practiced containment).

The United States was very concerned with the Soviet Union and the expansion it had during these years.

The U.S. thought that if the the Soviet Union kept spreading its communism, the whole world would be doomed. In response to this fear, the U.S. adopted the domino theory. The domino theory stated that if one country gave into communism, the rest were soon to follow, similar to dominos. So, the U.S. said they would do whatever they could to stop this theory from happening resulting in the Vietnam War. Another concern the U.S. had with the Soviet expansion was that communists would become a superpower and take over the U.S. and the world. To counter this threat, the U.S. developed nuclear weapons to threaten the Soviet Union, which fueled the Cold War.

**Score Point: 2**

The response accurately identifies two relevant concerns (spreading its communism; become a superpower and take over the world), but does not identify a relevant action for either concern. The domino theory is a concern rather than a responsive action, and the Vietnam War is not an action taken by the United States to counter the expansion of Soviet influence in Europe.

The U.S. was very concerned when the Soviet Union expanded after World War II. They were afraid that all of Europe was going to fall to communism, and that another world war would begin. The U.S. then launched the British Airlift, giving supplies to countries that were not already communist. They also signed the Truman Doctrine, which was a declaration to try to end communism.

**Score Point: 3**

The response accurately identifies two relevant concerns (all of Europe was going to fall to communism; another world war would begin), and identifies an action relevant to the concern of the spread of communism (the Truman Doctrine). Although the Berlin Airlift was an action in response to the United States' concern about the Soviet Blockade of Berlin, the action is not relevant here since that concern is not identified.

When the Soviet Union expanded its influence in Central and Eastern Europe, the United States were concerned about the communistic government being spread and chaos rising in Europe. To counter these actions, the United States sent people to watch the activities going on, and had treaties sign to limit the spread of communism.

**Score Point: 3**

The response accurately identifies one relevant concern (communistic government being spread), and identifies two actions relevant to that concern (the United States sent people to watch the activities going on; had treaties signed to limit the spread of communism).

One concern they had was the spread of communism. They didn't want all those countries to switch communism. They watched over Russia and made allies with more European countries. Second reason is they didn't want the U.S.S.R. to get too much power. They knew that could be a bad thing so they made threats and talked to them about it and possible future actions taken.

**Score Point: 4**

The response accurately identifies two relevant concerns (the spread of communism; they didn't want the U.S.S.R. to get too much power), and identifies an action relevant to each concern (they made allies with more European countries; they talked to them about it).

Between the years 1945 and 1950, the United States was wary of the influence wielded by the Soviet Union. One of the things the United States most feared was the spread of communism. To combat this, the Truman Doctrine was created. This helped protect pre-existing but weak democracies, like those in Turkey or Greece, from communist take-over. This document embodied the ideas of containment, because it vowed that while the U.S. would not attack any communist countries, it would take measures to see that <sup>communism</sup> did not spread into unstable, non-communist countries. The United States also worried about the fragile balance between Eastern and Western Europe. This was tested when the Soviet Union took over West Berlin in what is known as the Berlin Blockade. The United States countered this move with the Berlin Airlift, in which food and supplies were delivered to Berlin via planes with military escorts. This showed the United States willingness to take risks in order to uphold the balance between East & West Berlin and all of Europe. Both the Berlin Airlift and Truman Doctrine show how the U.S. dealt with the threat of the Soviet Union after WWII.

**Score Point: 4**

The response accurately identifies two relevant concerns (the spread of communism, the Berlin blockade), and identifies an action relevant to each concern (the Truman Doctrine; the Berlin Airlift).



# **Social Studies**

## **Item 24**

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Item and Scoring Guidelines

## Item

24. The early 20th century saw a significant northward migration of African-Americans. During the 1920s, nearly 400,000 African-Americans settled in New York, Pennsylvania and Illinois. Many lived in large cities such as New York, Philadelphia and Chicago.

Identify two economic effects of this migration on the United States.

Write your answer in the **Answer Document**. (2 points)

### Sample Responses for Item 24 (Short Answer):

Exemplar:

One economic effect of this migration was that there was more competition for housing in northern cities. Another economic effect was there was an increase in the available labor supply in the North.

Possible responses may include, but are not limited to, the following:

- increase in the availability of factory labor. (Also: greater competition for employment during certain periods, opening up of some unions, etc.)
- decrease of available farm labor in the South (also: weakening of sharecropping system)
- crowding of cities, competition for housing
- taxes increased in major cities (to pay for improvements to infrastructure and services needed as a result of increased population)

### Scoring Guidelines for Item 24:

Score point	Description
2 points	The response correctly identifies TWO effects.
1 point	The response correctly identify ONE effect.
0 points	The response does not meet any of the above criteria.





# **Social Studies**

## **Item 24**

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Samples of Scored Student Responses

~~it~~ across the states up North got larger while the states down South got smaller.

**Score Point: 0**

This response does not meet any of the criteria to receive a higher score. The response does not correctly identify an economic effect. The states did not change sizes as a result of the Great Migration.

Since African Americans migrated to the northern states there has been many economical effects. For example we learned about their cultures (melting pot) and African Americans were probably trying to escape slavery by moving to large cities. We learn that every one should be treated equally.

**Score Point: 0**

This response does not correctly identify an economic effort. "We learned about their cultures (melting pot)" is a social effect rather than an economic effect, and slavery no longer existed in the U.S. in the 1920s.

One economic effect of this migration was that the north attracted many black people. Another effect is that New York, Philadelphia, and Chicago probably were very crowded since they were some of the most popular places for blacks to live.

**Score Point: 1**

This response correctly identifies an economic effect (New York, Philadelphia, and Chicago probably were very crowded since they were some of the most popular places for blacks to live). "Overcrowding creates competition for housing, which is an economic effect."

One economic effect would be housing. The more people moving into an area the more cramped it becomes and the less space there is. This also makes living there less comfortable.

Second economic effect would be pollution/sanitation. The more people in an area the more trash in the streets and pollution put in the air.

**Score Point: 1**

This response correctly identifies one economic effect (the more people moving into an area the more cramped it becomes and the less space there is). The second attempted effect (pollution/sanitation) is an environmental effect rather than economic effect.

There was more competition for jobs because the blacks came and wanted to work also. Another economic effect would be the prejudice; many whites probably didn't like the blacks coming in. There was most likely segregation going on.

**Score Point: 1**

This response correctly identifies one economic effect (more competition for jobs because the blacks came and wanted to work also). The second attempted effect of "prejudice" (many whites probably didn't like the blacks coming in; there was most likely segregation going on ) is a social effect rather than an economic effect.

An effect from this migration would be demand of jobs. Since more people were moving into this area they would need jobs. People who already lived there would be struggling to keep their jobs while the new people were trying to get jobs. Another effect would be the price of things. The prices may have varied once people started to move in.

**Score Point: 1**

This response correctly identifies one economic effect (since more people were moving into the area they would need jobs; people who already lived there would be struggling to keep their jobs while the new people were trying to get jobs). The second attempted effect (the prices of things may have varied once people started to move in) is too vague to identify an economic effect.

Because African Americans made such a rapid and large migration, economic effects were soon to follow. Two of these such effects occurred in two parts of the nation: the North and the South. In the South they saw economic decline, one of their main free (or low-paid) labor forces was leaving. In the North there was an economic boost. There was a larger more varied market and a new work force. These people had come looking for work. So, this migration had a positive effect for one part of the country and a negative for the other.

**Score Point: 2**

This response correctly identifies two economic effects (economic decline in South as their low-paid labor forces leave; an economic boost in North (from) a new work force).

Due to an increased population there was a need for more jobs so that the African-Americans could have jobs too. It also created a demand for cheap housing as the African-Americans had nowhere to live.

**Score Point: 2**

This response correctly identifies two economic effects (there was a need for more jobs so that the African-Americans could have jobs too; it created a demand for cheap housing as the African-Americans had nowhere to live).

This migration to northern and midwestern cities affected many aspects of the areas-economic, social, etc. One effect was that as African-Americans began to get jobs in these cities, many whites had trouble finding jobs, which caused tension between the groups. Another economic effect was the buying of goods and services; this time was great for businesses because they had even more people to market their products to.

**Score Point: 2**

This response correctly identifies two economic effects (as African-Americans began to get jobs in these cities; many whites had trouble finding jobs; the buying of goods and services, businesses had even more people to market their products to).

Two economic effects of the great migration of southern African Americans to the north were a decrease in southern economic stability, especially in agriculture, & a shortage of jobs in the north. When African American workers migrated to the north, the south lost a good deal of its agricultural workers. Since most African American workers were sharecroppers or hired hands leftover from slave times, their migration caused a huge drop in crop production & sales from the south. Once its biggest percentage of workers left, the south was needy & its economy fell. Almost conversely, the north experienced a huge influx of African American workers. Many were put to work on jobs white people did not want to do & some whites felt like the African American people were taking over their jobs. Since there had been no huge amount of open jobs before the migration, many of the open jobs filled up quickly & many, black & white, were left unemployed.

**Score Point: 2**

This response correctly identifies two economic effects (the south lost a good deal of its agricultural workers (which) caused a huge drop in crop production and sales from the south; a shortage of jobs in the north and many were left unemployed).



# **Social Studies**

## **Item 30**

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Spring 2006

Item and Scoring Guidelines

**Item**

30. One way the Federal Reserve System seeks to influence the U.S. economy is by raising or lowering the rate of interest (discount rate) that member banks must pay to borrow money from the Federal Reserve. Considering that the inflation rate rose significantly from 1976 to 1980, identify the change (increase or decrease) the Federal Reserve System could have made in the discount rate to reverse that trend. Describe the expected impact this change in the discount rate would have had on:

- consumer spending
- business spending

Explain why this change in the discount rate would produce the desired effects on spending.

Write your answer in the **Answer Document**. (4 points)

**Sample Response for Item 39 (Extended Response):**

*Exemplar:*

In order to counter increasing inflation rates, the Federal Reserve System could have increased the discount rate. This would have reduced consumer spending and business spending because higher discount rates mean there is less money in circulation.

Other correct responses:

- The Federal Reserve System could have increased the discount rate. Consumer and business spending would have decreased because loans would be more difficult to obtain (expensive).

**Scoring Guidelines for Item 24:**

Score Point	Description
4 points	The response contains the following four elements: <ul style="list-style-type: none"><li>• it identifies that the Federal Reserve System could have raised the discount rate;</li><li>• accurately describes a decrease in consumer spending;</li><li>• accurately describes a decrease in business spending; and</li><li>• offers an accurate explanation of these effects related to decreased money circulation.</li></ul>
3 points	The response contains three of the four elements.
2 points	The response contains two of the four elements.

1 point      The response contains one of the four elements.

0 points      The response does not meet any of the above criteria. The response may discuss operations of the Federal Reserve System but not relate the actions to the conditions of the prompt.

Note: Each part of the item (identification, impact on consumer spending, impact on business spending, and explanation) can be scored independently, for one point each.



# **Social Studies**

## **Item 30**

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Samples of Scored Student Responses

The reason why this is happening is because when people deposit the bank is borrowing money.

**Score Point: 0**

The response does not meet any of the criteria to receive a higher score. It does not identify that the Federal Reserve System could have raised the discount rate, does not describe a decrease in consumer nor business spending, and no accurate explanation is provided.

The Federal Reserve System could have increased the security of the banks to keep the banks from paying high prices to borrow money and the consumer would spend more as the rates ~~for~~ charge from using loans would be cheaper, so they would spend more and business spending would be high too for the same reason which would bring in more money for the Federal Reserve System.

**Score Point: 0**

The response does not identify that the Federal Reserve System could have raised the discount rate, does not describe a decrease in consumer nor business spending, and does not offer an accurate explanation.

The Federal Reserve system should of decreased the rate of interest in 1976 to 1980. Business spending would go up consumer spending would go up. The businesses would produce more therefor the individual prices would be cheap,

**Score Point: 0**

The response does not identify that the Federal Reserve System could have raised the discount rate, does not describe a decrease in consumer nor business spending, and does not offer an accurate explanation.

Considering the inflation from 1970 to 1980, the Federal Reserve System could have increased the rate to reverse the trend. This would have led consumers and businesses alike to spend more, thus lowering inflation. This would produce the desired effect because eventually price inflation would go down.

**Score Point: 1**

The response contains one of the four elements. It identifies that the Federal Reserve System could have raised the discount rate.

The change the Federal Reserve System could have made in the discount rate to reverse the trend would be to decrease the rate of interest. Since the inflation rate rose, to reverse it they would have to lower it. Consumer spending would go up, but business spendings would go down.

**Score Point: 1**

The response contains one of the four elements. It accurately describes a decrease in business spending.

They could have stopped making all that money so the value would have gone back up.

The people wouldn't of been able to spend as much and store's profit would go down.

People wouldn't want to spend as much because the value of money went down.

**Score Point: 1**

The response contains one of the four elements. It accurately describes a decrease in consumer spending.

The Federal Reserve System could have increased the discount rate. Consumer spending would increase due to low prices and business spending would decrease due to loss of income (lost value of their product). This change in discount rate would cause consumers to buy more frequently and in larger quantities due to the reduced prices.

**Score Point: 2**

The response contains two of the four elements. It identifies that the Federal Reserve System could have raised the discount rate, and accurately describes a decrease in business spending.

They could have changed the prices on things.  
Consumer Spending: The consumers might not buy as much if prices went up.  
Business spending: Businesses might go out of business because they might not be able to afford the things that they need.

**Score Point: 2**

The response contains two of the four elements. It accurately describes a decrease in consumer spending and in business spending.

The change the Federal Reserve System could have made was to increase the taxes. They could have lowered prices. The change it would have on consumer spending is that they wouldn't spend so much because the prices are too high. The change it would have on business spending is that it would decrease. The discount rate would produce the desired effects on spending and people would buy less things.

**Score Point: 2**

The response contains two of the four elements. It accurately describes a decrease consumer spending and in business spending. "Increase the taxes" is accurate and irrelevant to the question asked.

The Federal reserve could've decreased the interest rate to reverse the inflation. This would directly impact consumer spending & business spending. With consumer spending, people would have to watch their money carefully. Businesses wouldn't be free to buy whatever they needed. This change in increase rates would affect spending because the banks don't have as much money to lend to people.

**Score Point: 3**

The response contains three of the four elements. It accurately describes a decrease in consumer spending and in business spending, and "the banks don't have much money to lend to people" is an accurate explanation of these effects related to decreased money circulation.

Increase  
They would stop buying  
by raising needs for everything

**Score Point: 3**

The response contains three of the four elements. It identifies that the Federal Reserve System could have raised the discount rate, and "(t)hey would stop buying" accurately describes a decrease in consumer spending and in business spending.

The Federal Government could have increased the interest rate. If they did that the people would have to pay more in interest, therefore the government would be making more, thus inflation would decrease. The problem with this is that with interest rates high less big projects would be started because it would cost them more. Also I feel consumer spending will decrease because of the money it costs to buy items.

**Score Point: 3**

The response contains three of the four elements. It identifies that the Federal Reserve System could have raised the discount rate, accurately describes a decrease in consumer spending, and "people would have to pay more in interest" is an accurate explanation of these effects related to decreased money circulation.

When the inflation rate rose significantly between 1976 and 1980, The Federal Reserve System could have raised the rate of interest. This would cause member banks to borrow less money, thereby reducing the amount of money in the economy and decreasing the inflation. This change would also decrease consumer and business spending.

**Score Point: 3**

The response identifies that the Federal Reserve System could have raised the discount rate, accurately describes a decrease in consumer spending and in business spending, and "(t)his would cause member banks to borrow less money, thereby reducing the amount of money in the economy" is an accurate explanation of these effects related to decreased money circulation.

When an economy is experiencing an inflation, there is too much money going into the economy through the buying of many products. By increasing the discount rate, money would be ~~more~~ harder to attain and there would be less of it going into the buying of these products. Consumer and business spending would then decrease because of a lack of money and the economy would balance off and come out of the inflation.

**Score Point: 4**

The response identifies that the Federal Reserve System could have raised the discount rate, describes a decrease in consumer spending and in business spending, and “money would be harder to attain and there would be less of it” is an accurate explanation of these effects related to decreased money circulation.



# **Social Studies**

## **Item 36**

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Spring 2006

Item and Scoring Guidelines

## Item

36. Hispanic-American farm workers organized the United Farm Workers to persuade farm owners to treat them more fairly. One perspective of these workers was their belief that the owners' unfair hiring practices denied them equal opportunity for employment. State two other perspectives of farm workers that led to the creation of the United Farm Workers.

Write your answer in the **Answer Document**. (2 points)

### Sample Response for Item 36 (Short Answer):

Exemplar:

One perspective of these agricultural workers that led to the creation of the United Farm Workers was that farm owners were failing to provide them with fair wages. Another perspective was that they lacked safe working conditions.

Additional possible partial responses:

- They realized that they needed to organize in order to have any bargaining power with the farm owners.
- They objected to poor sanitation in the fields, such as a lack of clean drinking water and a lack of portable toilets.
- They felt living quarters provided were inadequate, such as a lack of cooking facilities and indoor plumbing.

### Scoring Guidelines for Item 36:

Score point	Description
2 points	The response accurately states two perspectives of Hispanic-American agricultural workers that led to the creation of the United Farm Workers.
1 point	The response accurately states one perspective of Hispanic-American agricultural workers that led to the creation of the United Farm Workers.
0 points	The response does not meet any of the above criteria. It may discuss perspectives of Hispanic-American agricultural workers that are unrelated to the creation of the United Farm Workers, or it may discuss the United Farm Workers without reference to perspectives of Hispanic-American agricultural workers.



# **Social Studies**

## **Item 36**

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Spring 2006

Samples of Scored Student Responses

Other farmers had already made it and  
were selling all the crops and getting all  
the consumers. So they get together to  
make sure everyone got a fair share  
of business.

**Score Point: 0**

The response does not meet any of the criteria to receive a higher score. No perspective of Hispanic-American agricultural workers that led to the creation of the United Farm Workers is stated.

Two other perspectives of farm workers that led to the creation of the United Farm workers are

Their religion. Their religion may have played a role in this situation

Another perspective is the competition. Maybe other farm owners are afraid of competition which can lead to decrease in their farm activity.

**Score Point: 0**

The response does not state any perspective of Hispanic-American agricultural workers that led to the creation of the United Farm Workers. Religion was not an explicit factor in the formation of the union, and “competition which can lead to decrease in their farm activity” does not convey the idea of organizing to have bargaining power.

This unfair hiring practice could have also been interpreted as a practice of racism which must be prevented and is not good for America.

Also, in the ~~belief~~ belief of treating everyone fair and equal, the farmers would be breaking the constitution which would be a federal offense.

**Score Point: 0**

The response does not state any perspective of Hispanic-American agricultural workers that led to the creation of the United Farm Workers. Racism was not an explicit factor in the formation of the union.

Two other perspectives of farm workers that led to the creation of the United Farm Workers were harsh working conditions and low wages.

**Score Point: 1**

The response accurately states "low pay" as one perspective of Hispanic-American agricultural workers that led to the creation of the United Farm Workers. "Harsh working conditions" is too vague to convey the idea of unsafe or unsanitary conditions.

Many farm worker's may have felt the need more unity between them. If they were all by self people would bully them but not if they stick together.

**Score Point: 1**

The response accurately states one perspective of Hispanic-American agricultural workers that led to the creation of the United Farm Workers (many farm workers may have felt they need more unity between them).

1.) Their perspective is owners did not give them equal opportunity to buy or purchase farm land. They often ended up working for the owners' instead of getting a chance to work against them.

2.) Another perspective is they treated the Hispanics like dirt. They were rude & mean to them but they were nice and friendly to other farm hands of different race. They also paid them less.

**Score Point: 3**

The response accurately states "they paid them less" as one perspective of Hispanic-American agricultural workers that led to the creation of the United Farm Workers. Neither equal opportunity to own land nor rude treatment were factors leading to the formation of the union.

Two other perspectives of farm workers that led to the creation of the United Farm Workers is the owners' unfair pay, allowed only some workers to be able to accept the job for such low pay. Another perspective is the owner of the farm could take advantage of his workers, if they did not like it or deal with it they were fired and another worker was brought in.

**Score Point: 1**

The response accurately states one perspective of Hispanic-American agricultural workers that led to the creation of the United Farm Workers (unfair low pay) "The owner of the farm could take advantage of his workers and if they did not like it they were fired and another worker was brought in" repeats the concept of "unfair hiring practices" from the prompt.

- The Hispanics' not getting paid the same as other white workers
- treating them unfair like not giving them breaks and making work too hard. Also giving the unsafe working conditions.

**Score Point: 2**

The response accurately states two perspectives of Hispanic-American agricultural workers that led to the creation of the United Farm Workers (not getting paid the same; unsafe working conditions).

Two other perspectives could have been that they weren't getting paid enough, and housing/living conditions. The actual farmer himself made all the profit, so he probably wasn't distributing the earnings fairly. The farm workers often had to live on the farm, and the shacks probably were filthy and disgusting.

Score Point : 2

The response accurately states two perspectives of Hispanic-American agricultural workers that led to the creation of the United Farm Workers (they weren't getting paid enough; farm workers often had to live on the farm where the shacks probably were filthy and disgusting).

The people that started the United Farm Workers (UFW) were upset for many reasons. The two most prevalent are bad working conditions and low wages. First, these workers would labor from 5<sup>u</sup> in the morning till sometimes 9 o'clock at night. Usually, they didn't get much food and had to stay in the barn or worse. Their living and working conditions were horrible and led to the need of the UFW. Second, for all of the hours that these people worked, they might receive only a few dollars a day or maybe even a week. These unfair conditions and wages led to the UFW.

**Score Point: 2**

The response accurately states two perspectives of Hispanic-American agricultural workers that led to the creation of the United Farm Workers (low wages; had to stay in the barn or worse).



# **Social Studies**

## **Item 42**

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Spring 2006

Item and Scoring Guidelines

**Item**

42. Describe the decision-making role of citizens in countries that are dictatorships and in countries that are absolute monarchies.

Write your answer in the **Answer Document**. (2 points)

**Sample Response for Item 42 (Short Answer):**

**Exemplar**

In dictatorships and absolute monarchies, citizens have a very limited or no role in decision making.

**Other correct responses:**

- Decision making is in the hands of leaders who have no obligation to obtain citizen support.
- Government advisors are appointed by the head of state (dictator or monarch) to help make decisions, without the input of citizens.
- Citizens may attempt to bring about change through mass protest or revolution.
- Citizens who are opposed to government policies or practices risk punishment if they try to bring about change or make their wishes known.
- Citizens in dictatorships may be allowed to vote in elections but only for government-approved candidates. Citizens in absolute monarchies generally do not have the franchise.

**Scoring Guidelines for Item 42:**

Score point	Directions
2 points	The response provides an accurate description of the role of citizens in decision making in countries that are dictatorships and countries that are absolute monarchies.
1 point	The response provides an accurate description of decision making for citizens in only one form of government.
0 points	The response does not meet any of the above criteria. The response may provide inaccurate information. The response may describe some aspect of citizenship in both forms of government but never addresses decision-making roles (e.g. "citizens have limited rights under both forms of government.")



# **Social Studies**

## **Item 42**

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Spring 2006

Samples of Scored Student Responses

It is up to the people who  
they want to make the decisions  
in their country.

**Score Point: 0**

The response provides inaccurate information. There is no accurate description of the role of citizens in decision making in countries that are dictatorships or countries that are absolute monarchies.

In a dictatorship someone says something and another writes it down. In a monarchy a group of people judges laws.

**Score Point: 0**

The response does not provide an accurate description of the role of citizens in decision making in countries that are dictatorships or countries that are absolute monarchies.

They have to make decision like if they don't vote for a certain person they may get killed, treated badly & lose everything. Also they need to be wise about everyday decisions

**Score Point: 0**

The response does not meet any of the criteria to receive a higher score. No accurate description is provided of the role of citizens in decision making in countries that are dictatorships or countries that are absolute monarchies.

The ~~Decision~~ Making Role of Citizens that  
Are Ruled by a absolute monarchy is that  
they cant make own Rulers they have to  
ok them with the Royal Family. Nothing  
passes IF the Royal family Dosent approve  
of It.

**Score Point: 1**

The response provides an accurate description of decision making for citizens in countries that are absolute monarchies. No description is provided of the role of citizens in decision making in countries that are dictatorships.

In dictatorships people could not say anything against the government. For example: in Germany when Hitler was dictator, if anyone said anything about him, they were killed or tortured. In monarchies they don't do that.

**Score Point: 1**

The response provides an accurate description of decision making for citizens in countries that are dictatorships. The description provided of the role of citizens in decision making in countries that are absolute monarchies is inaccurate.

The dictatorship was run by one person  
where the monarchies there is a group  
of people

**Score Point: 1**

“Run by one person” accurately describes that there is the lack of a decision making role for citizens in countries that are dictatorships. The description provided of the role of citizens in decision making in countries that are absolute monarchies is inaccurate.

In dictatorships and monarchies the citizens don't really have the choice of anything it is whatever the dictator or monarch says, goes.

**Score Point: 2**

The response provides an accurate description of the role of citizens in decision making in countries that are dictatorships and countries that are absolute monarchies.

The citizens don't have any decisions to make. They are all ruled by one person & don't get a say in anything.

**Score Point: 2**

The response provides an accurate description of the role of the citizens in decision making in countries that are dictatorships and countries that are absolute monarchies. The statement provided is true of both forms of government (they are ruled by one person and don't get a say in anything).

Usually these countries do not have a choice.  
The country either chooses the leader for them.  
~~or the~~ Dictatorships Dictatorships and  
absolute monarchies are just leaders running  
the country.

**Score Point: 2**

An accurate description is provided of the role of citizens in decision making in countries that are dictatorships and countries that are absolute monarchies.

Citizens in dictatorships and absolute monarchies have no decision-making role. They may be tortured or murdered for speaking out against the government.

**Score Point: 2**

The response provides an accurate description of the role of the citizens in decision making in countries that are dictatorships and countries that are absolute monarchies.