OHIO GRADUATION TESTS

Social Studies
Scoring Guidelines and Samples of
Scored Student Responses

Spring 2009

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Item 5

Spring 2009

Item and Scoring Guidelines
Item
5. What would be the expected effect on consumer spending and on the unemployment rate if the United States government were to increase personal income tax rates?

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

Sample Responses for Item 5 (Short Answer):

Exemplar:
Consumer spending would be expected to decrease and the unemployment rate would be expected to increase if the United States government increased income tax rates.

Scoring Guidelines for Item 5:

Score Points Description
2 points The response makes both correct assertions.
1 point The response makes only one correct assertion.
0 points The response does not meet any of the above criteria. The response may discuss consumer spending and the unemployment rate without indicating any change that would take place in light of increased income tax rates. The response may give two incorrect assertions about what would happen to consumer spending and the unemployment rate in light of increased income tax rates (i.e., both stay the same, both are not affected, or spending increases and unemployment decreases).
Social Studies

Item 5

Spring 2009

Samples of Scored Student Responses
Something that would be expected effect on consumer spending would be something depending on how many people does their taxes.

Score Point: 0

The response does not provide correct assertions for either consumer spending or unemployment.
If the government were to increase personal income tax rates, a lot more people would just get little jobs to get more income tax or the money from their paychecks would lower.

**Score Point: 0**

The response makes no mention of how an increase in personal income tax rates would affect consumer spending. The response does not make a correct assertion regarding unemployment; the student incorrectly suggests that personal income tax rates would determine the kinds of jobs people would choose.
More people would be expected to give more tax and they'd still have little money in their pockets.

Score Point: 0

The response does not receive credit for “they'd still have little money in their pockets” because “still” implies that the amount of money available did not change, and in this context “little” is not equal to “less.” The response makes no mention of unemployment.
If the United States increased personal income tax rates, the consumer spending would decrease because they wouldn't be able to afford any individual spending. The unemployment rate would decrease because if people aren't working, there is no way they can pay their taxes so more people would start working.

Score Point: 1

The response makes one correct assertion ("consumer spending would decrease"). "The unemployment rate would decrease" is incorrect.
well people wouldn't be spending any money and would save it in banks, so businesses wouldn't be getting money and would have to lay off workers or fire them; then we would go into a recession or even a depression.

Score Point: 1

The response makes one correct assertion ("businesses wouldn’t be getting money and would have to lay off workers or fire them"). The consumer spending idea does not receive credit because of an overstatement ("people wouldn’t be spending any money") and the reference to "banks." If there is less money to spend, there would also be less money to save.
People would buy things less often and unemployment would go down.

Score Point: 1

The response makes one correct assertion ("People would buy things less often"). That "unemployment would go down" is an incorrect assertion.
The effect on consumer spending would decrease if the government were to increase income tax.

Score Point: 1

The response makes one correct assertion ("consumer spending would decrease"). The response does not address the issue of unemployment.
If the United States government increases personal income tax rates, the expected effect will be that consumer spending will decrease and the unemployment rates will rise. If taxes are higher, consumers have less to spend, and therefore spend less. This lowers the demand for certain products, causing companies to lay off unneeded workers, thereby causing unemployment rates to rise. That is what will happen if the U.S. government increases personal income tax rates.

**Score Point: 2**

The response makes both correct assertions: “consumer spending with decrease” and “the unemployment rates will rise.”
If the United States government increased personal income tax the consumer spending would decrease and unemployment would probably increase.

**Score Point: 2**

The response makes both correct assertions: “consumer spending would decrease” and “unemployment would probably increase.”
If the government income tax raises then the consumer would have less money to spend than if there was no money to spend then the businesses shut down or cut workers. Unemployment would increase.

**Score Point: 2**

The response makes both correct assertions: “the consumer would have less money to spend” and “Unemployment would increase.”
Social Studies

Item 10

Spring 2009

Item and Scoring Guidelines
Item

10. Identify four factors (social, political, economic and/or environmental) that contributed to the migration of large numbers of people from Europe to the United States in the late 19th century.

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

Sample Responses for Item 10 (Extended Response):

Exemplar:
U. S. industrialization offered opportunities for jobs. Better wages were available in the United States. Land was abundant in the United States. Ethnic minorities came to the United States to escape persecution.

Other possible partial responses: (17 listed below)

- Europe had a surplus of labor.
- People came
  - to escape poverty; or
  - to escape famine; or
  - because of land shortages; or
  - because of religious or political persecution.
- The United States had:
  - plenty of food; or
  - available land; or
  - personal freedoms.
- Land was available under the Homestead Act.
- Emigrants were recruited by representatives of American business firms.
- People came to the United States to be reunited with family members who emigrated earlier.
- People came to live under a democratic government.
- People came to avoid long military enlistments.
- People came seeking educational opportunities.
- America offered a healthier environment (e.g., less disease, cleaner air and water)
- American technology offered a higher standard of living
- America offered social mobility
### Scoring Guidelines for Item 11:

<table>
<thead>
<tr>
<th>Score Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 points</td>
<td>The response identifies four factors that contributed to the migration of large numbers of people from Europe to the United States in the late 19th century.</td>
</tr>
<tr>
<td>3 points</td>
<td>The response identifies three factors that contributed to the migration of large numbers of people from Europe to the United States in the late 19th century.</td>
</tr>
<tr>
<td>2 points</td>
<td>The response identifies two factors that contributed to the migration of large numbers of people from Europe to the United States in the late 19th century.</td>
</tr>
<tr>
<td>1 point</td>
<td>The response identifies one factor that contributed to the migration of large numbers of people from Europe to the United States in the late 19th century.</td>
</tr>
<tr>
<td>0 points</td>
<td>The response does not meet any of the above criteria. The response may discuss conditions of the late 19th century not related to the migration of people from Europe to the United States, or may discuss reasons for migration associated only with a different time period (e.g., the Gold Rush, 1849, or passage of the Newlands Act, 1902). Factors may be listed that do not fit within the four categories of the item (perception of streets paved in gold).</td>
</tr>
</tbody>
</table>
Social Studies

Item 10

Spring 2009

Samples of Scored Student Responses
A major factor that immigration brought to the U.S. is industrialization. Urban areas greatly increased. Pollution became wide-spread within the urban areas. Disease spread quickly and many children died.
Four factors that contributed to the migration of large numbers of people from Europe to the United States in the late 19th century were:

1. There were differences in social life.
2. The political climate was different.
3. Economic conditions were a major factor.
4. Environmental differences.

Score Point: 0

The response fails to identify any factors that contributed to the migration of large numbers of people from Europe to the United States in the late 19th century. The student explains that there were differences, but these differences are not identified.
Europeans migrated to the U.S. to be ruled politically by U.S. government. Socially, and economically.

Score Point: 1

The response identifies one factor that contributed to the migration of large numbers of people from Europe to the United States in the late 19th century: “to be ruled politically by U.S. government.”
social: openness to new people & religions
Political: strong government
Economic: good, increasing economy
Living
Environmental: clean conditions

Score Point: 1
The response identifies one factor that contributed to the migration of large numbers of people from Europe to the United States in the late 19th century: “openness to new people & religions” (The remainder of the response is not specific enough to receive credit. The student provides broad categories without identifying specific elements that contributed to the migration of people from Europe to the United States.)
The response identifies one factor that contributed to the migration of large numbers of people from Europe to the United States in the late 19th century: “more jobs.”
Many people move to America to escape communist governments or harsh environments.
Also, many of the people were in lack of work and moved over to the U.S. looking for jobs.
Also they wanted a place where they could be free to do what they wanted with restrictions but Justice for All of the people.

Score Point: 2

The response identifies two factors that contributed to the migration of large numbers of people from Europe to the United States in the late 19th century: “people were in lack of work and moved over to the U.S. looking for jobs. ... wanted a place where they could be free to do what they wanted with restrictions but Justice for All of the people.” (The idea “to escape communist governments” is the wrong time period.)
Many people came to the U.S. because it was a democracy, it had plenty of jobs, there were people from every country living there and the environment was good.

Score Point: 2

The response identifies two factors that contributed to the migration of large numbers of people from Europe to the United States in the late 19th century: “people came to the U.S. because it was a democracy, it had plenty of jobs” (The ideas that “the environment was good” and that “there were people from every country” are too vague. The student does not provide a clear connection between these two factors and migration from Europe to the United States.)
four factors that contributed to the migration of large numbers of people from Europe to the United States in the late 19th century was (economical) because there is work and work = money. (environmental) School less poorness (political) is a free country and (social) you work for your money.

Score Point: 3
The response identifies three factors that contributed to the migration of large numbers of people from Europe to the United States in the late 19th century: “there is work and work = money ... school less poorness ... a free country”
- US. was a democratic country and most Europeans nations did not give as many freedoms as the US.
- The US. economy was booming because of industrialization and European nations did not have as good of an economy.
- US. had a lot of land not yet settled so people came over to have their own land they live on.
- Since the US. was industrializing people could find jobs easily because of all the factories going up and demand for workers.

Score Point: 3

The response identifies three factors that contributed to the migration of large numbers of people from Europe to the United States in the late 19th century: “US. was a democratic country ... European nations didn’t have as good of an economy.” (“find jobs easily” is the same idea — push vs. pull factor) “people came over to have their own land they live on.”
Immigration was attracted to the U.S. socially because we have the most friendly people in America. Politically because we have the best government, a democracy, that does not control citizens by fear. Economically, we did well and attracted immigration because we could offer more job opportunities. Environmentally we appealed immigration because there was less poverty and a more healthy environment.
The response identifies four factors that contributed to the migration of large numbers of people from Europe to the United States in the late 19th century: “more freedom here, better wages, better working conditions, and less disease.”
The four main reasons people moved from Europe to the United States were social, political, economical, and environmental. People wanted to move for social reasons so they could make a better life for their families. Political reason/freedoms urged immigration of Europeans to the U.S. (freedom of speech, right to bare arms). People migrated to America for economical reasons so they could start private businesses and make a good living. Lastly, environmental issues like over crowding of European cities, and diseases moved so people to the U.S.

Score Point: 4

The response identifies four factors that contributed to the migration of large numbers of people from Europe to the United States in the late 19th century: “could make a better life for their families. ... freedoms urged immigration of Europeans to the U.S. ... People migrated to America for economical reasons so they could start private businesses and make a good living. ... over crowding of European cities, and diseases”
Social Studies

Item 14

Spring 2009

Item and Scoring Guidelines
In April 2000, a survey was conducted in which people in the United States were asked what actions they had taken to solve environmental problems. The graph above shows the results of the survey.

Using the data in the graph above, support or refute the following thesis:

During 1999–2000, the majority of people surveyed in the United States chose individual actions over group actions to solve environmental problems.

Write your answer in the Answer Document. (2 points)
Sample Responses for Item 14 (Short Answer):

Exemplar:
The data in the graph support the thesis that U.S. citizens used individual actions to address environmental problems in 1999–2000, because the three bars on the left of the graph represent individual actions, and they are significantly taller than the right three bars on the graph, which represent group actions.

Note: A response that cites the four leftmost bars on the graph as representing individual actions is also acceptable.

Scoring Guidelines for Item 14:

<table>
<thead>
<tr>
<th>Score Point</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 points</td>
<td>The response provides an accurate and complete (discussed both types of actions) explanation of how the data support the thesis.</td>
</tr>
<tr>
<td>1 point</td>
<td>The response provides a partially accurate and/or incomplete explanation (may discuss only one type of action) of how the data support the thesis.</td>
</tr>
<tr>
<td>0 points</td>
<td>The response does not meet any of the above criteria. The response may discuss aspects of the data not related to the thesis.</td>
</tr>
</tbody>
</table>
The thesis that “During 1999-2000, the majority of people surveyed in the United States chose individual actions over group actions to solve environmental problems” is correct. By looking at the graph, I can interpret that many more people in fact did do individual actions over group actions.

Score Point: 0

The response does not accurately or completely explain how the data support the thesis (“By looking at the graph, I can interpret that many more people in fact did do individual actions over group actions”). The student does not interpret data from the graph to formulate the response.
I would not really say the majority because it's actually even. In the first 3 there are individual things done. But in the 3 last there are group things that went on.
From the survey people seemed to support mostly Individual actions. Half of the survey was where people either recycled at home, reduced use of energy and avoiding products that hurt the environment.

Score Point: 0

The response does not use the data to accurately and completely explain how the data support the thesis. The response indicates a misuse of the graph by counting the bars on the graph instead of comparing the percentages.
That thesis is absolutely correct. The first three bars represent completely individual (or family) contributions.

Score Point: 1

The response provides an incomplete explanation of how the data support the thesis ("The first three bars represent completely individual (or family) contributions"). The student implies that the data for individual actions support the thesis but does not mention the second type of action.
This thesis is true because all of the individual actions are the top three that are 80% or better. The top three were people recycling at home, reduced use of home energy, and avoided using certain products that harm the environment. All three of these actions are ways only an individual can do.

Score Point: 1

The response provides an incomplete explanation of how the data support the thesis (“all of the individual actions are the top three. ... The top three were people recycling at home ... . All three of these actions are ways only an individual can do”). The student implies that the data for individual actions support the thesis but does not mention the second type of action.
The thesis is correct when saying people in America pick individual actions over group ones. This is true because a little over 80% of people said that they accomplished these specific individual tasks that past year. Furthermore about 0%-30% of people said they put their effort into certain group programs actions. This proves that more people like to help the environment through individual tasks than with a group of others.

Score Point: 2

The response provides an accurate and complete explanation of how the data support the thesis (“This is true because a little over 80% of people said that they accomplished these specific individual tasks that past year. Furthermore about 0%-30% of people said they put their effort into certain group programs actions. This proves that more people like to help the environment through individual tasks than with a group of others”).
This is true because the graph shows many individual tasks being done by more than group problem solving. Most of the group activities are under 40%, whereas individual activities are of 60%.
During 1999-2000, the majority of people surveyed in the United States chose individual actions over group actions to solve environmental problems. One reason was that 90% said they recycled at home. Another reason was about 80% reduced home energy and avoided certain products that harm the environment. Only about 15% joined a group to work to protect the environment.

Score Point: 2

The response provides an accurate and complete explanation of how the data support the thesis (“One reason was that 90% said they recycled at home. Another reason was about 80% reduced home energy and avoided certain products that harm the environment. Only about 15% joined a group to work to protect the environment”). Although the student does not deal with all the data and uses selective data only, the student does provide support for the thesis by discussing both types of actions.
I support the thesis. The highest percents were things people did at home. For example (recycled at home 90%) (reduced use of home Energy 85%) (avoided using certain products that harm the environment 85%) - these are all individual home activities. The group actions were all below 30%. Therefore during 1999-2000 the majority of people surveyed in the U.S. chose individual actions over group actions.

Score Point: 2

The response provides an accurate and complete explanation of how the data support the thesis (“The highest percents were things people did at home. For example (recycled at home 90%) (reduced use of home Energy 85%) (avoided using certain products that harm the environment 85%). ... The group actions were all below 30%”).
During 1999-2000, the majority of people surveyed in the United States chose individual actions over group actions to solve environmental problems. About 90% surveyed recycled at home, 80% reduced use of home energy, and 80% also avoided using certain products that harm the environment. Only 30% signed a petition supporting an environmental group, 30% also voted or worked for candidates because of their position on environmental issues and about 20% was active in a group or organization. Therefore, the individual is more by 170% compared to the group actions.

<table>
<thead>
<tr>
<th>Individual</th>
<th>Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>90%</td>
<td>30%</td>
</tr>
<tr>
<td>+ 80%</td>
<td>+ 20%</td>
</tr>
<tr>
<td>+ 10%</td>
<td>20%</td>
</tr>
<tr>
<td>≈ 250%</td>
<td>≈ 80%</td>
</tr>
<tr>
<td>≈ 170%</td>
<td></td>
</tr>
</tbody>
</table>

Score Point: 2

The response provides an accurate and complete explanation of how the data support the thesis (“the majority of people ... chose individual actions over group actions to solve environmental problems. About 90% surveyed recycled at home, 80% reduced use of home energy, and 80% also avoided using certain products that harm the environment. Only 30% signed a petition ... 30% also voted or worked for candidates because of their position on environmental issues and about 20% was active in a group or organization”).
Social Studies

Item 29

Spring 2009

Item and Scoring Guidelines
Item 29. One development in the U.S. economy that occurred as a result of industrialization was the growth of business monopolies.

- Explain one advantage of monopolies from a business perspective.
- Explain one reason why Progressives in the early 1900s sought government action to control monopolies.

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

Sample Responses for Item 29 (Extended Response):

Exemplar:
- One advantage of monopolies was that by controlling a whole industry, businesses could produce goods at a lower cost than independent or smaller companies.
- Progressives wanted legislation to control monopolies because they believed monopolies threatened individual opportunity for small entrepreneurs.

Other correct responses:
The advantage of monopolies:
- Monopolies had a competitive advantage over smaller companies because they could take advantage of economies of scale and produce more goods at a lower cost, thus increasing profits;
- they could introduce greater efficiencies in production and distribution.
- When monopolies stifled competition they could control pricing/increase profits.
- By controlling all levels of a particular industry (vertical integration), monopolies had a competitive advantage which they could use to keep out new competitors.
- New industries needed investments of capital to grow. As businesses became large-scale operations, monopolies could attract financing for plants, technology and labor and had an advantage over start-ups.

Why Progressives wanted federal legislation to control monopolies:
- Under the laissez-faire economic system, monopolies had no incentive to self-regulate. Instead, they stifled competition; therefore, government intervention was needed.
- Monopolies had no incentive to provide consumers with fair prices rather than keep high profits for themselves; therefore, government intervention was needed.
- All kinds of abuses, including political corruption (e.g., buying votes, influencing government agencies) were unchecked. Progressives believed federal legislation was needed to keep abuses in check.
**Scoring Guidelines for Item 29:**

<table>
<thead>
<tr>
<th>Score Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 points</td>
<td>The response provides a complete explanation of each part of the question (e.g., one advantage of monopolies is stated and shown how it was an advantage from a business perspective and one reason is stated as to why Progressives sought government control as a solution to abuses from monopolies.)</td>
</tr>
<tr>
<td>3 points</td>
<td>The response provides a complete explanation of one part and a partial (e.g., “monopolies reduced business competition” or “Progressives thought monopolies would not control themselves”) explanation of one part.</td>
</tr>
<tr>
<td>2 points</td>
<td>The response provides a complete explanation of one part only or partial explanations of each part.</td>
</tr>
<tr>
<td>1 point</td>
<td>The response provides a partial explanation of one part.</td>
</tr>
<tr>
<td>0 points</td>
<td>The response does not meet any of the above criteria. The response indicates inadequate or no understanding of the idea or concept needed to answer the item. It may only repeat information given in the item. The response may be incorrect, or the provided information may be totally irrelevant to the item.</td>
</tr>
</tbody>
</table>
Social Studies

Item 29

Spring 2009

Samples of Scored Student Responses
The advantages of the monopolies was they normally did help and work out for the better, and progressive movements sought government actions to control monopolies because they wanted to make sure they didn't go downhill and then waste all the money and everything else that went into being apart of the monopoly.

**Score Point: 0**

The response indicates a general lack of understanding regarding business monopolies.
One advantage of monopolies is to do your job and be on time just as if your life was on the line. One reason why progressives wanted to control monopolies is because of their hard work.
If you have a Business monopoly you can set the price on your stuff as high as you want, the Big Business wanted to get rich fast.

Score Point: 1

The response provides a partial explanation for monopolies by stating only an advantage of monopolies ("you can set the price on your stuff as High as you want"), but provides no explanation for the position of Progressives.
It gave the businesses more power. There was one big business and they bought all the others.

Score Point: 1

The response provides a partial explanation for monopolies by stating only an advantage of monopolies ("It gave the businesses more power"), but provides no explanation for the position of the Progressives.
From a business perspective, monopolies had an advantage. They allowed bigger businesses to help control smaller businesses. Progressives thought monopolies were becoming too powerful though.

**Score Point: 2**

The response provides two partial explanations. The advantage of monopolies is that "They allowed bigger businesses to help control smaller businesses." The concern of the Progressives is that "monopolies were becoming too powerful though." The response neglects to provide a complete explanation for either position.
The response provides two partial explanations. The advantage of monopolies is “that you would get all of the money.” The Progressives’ concern was that “you could raise prices to anything.” The response does not follow through with a complete explanation.
One advantage of having monopolies from a business point of view is you can raise your prices because there are no restrictions on what businesses can do.

Also, one reason why progressives sought to control monopolies was to control the pricing of their product. If a company is the only business to make a certain product that no one else makes, they could charge too much money for that product.

Score Point: 3

The response correctly states the advantage of monopolies ("you can raise your prices") but neglects to tie the advantage to a clear explanation of a lack of competition. "No restrictions" indicates government regulation, which is not specific to monopolies. The response does clearly voice the concerns of the Progressives ("one reason why progressives sought to control monopolies was to control the pricing of their product. If a company is the only business to make a certain product that no one else makes, they could charge too much money for that product").
1) An advantage of monopolies is that the monopolies could shut down other smaller stores and make a lot of money.

2) If a bigger chain store came into town, the little store might hope that the chain store brings in more people.

3) The government had to begin to control the monopolies because they were getting too big, making too much money, and becoming too powerful.

4) The monopolies were off setting the money flow and the choice of selection.

Score Point: 3

The response completely addresses the advantage of monopolies ("the monopolies could shut down other smaller stores and make a lot of money"). The response partially explains the concerns of the Progressives but not how they would counteract the concern ("they were getting too big, making too much money, and becoming too powerful").
One development in the U.S. that occurred as a result of industrialization was the growth of industrialization was the growth of business monopolies. From the businesses’ perspective a monopoly was good, if it’s your monopoly, it would cause people to spend their money on your business with no competition. One reason why Progressives in the early 1900s sought government action to control monopolies was, it wasn’t fair. The businesses were getting taken over and bought out, and the people had to pay high prices because there was only one business to buy from.
An advantage of monopolies from a business perspective is by having a monopoly that business is controlling everything and can decide the prices for everything related to whatever the business may be. In the early 1900s Progressives wanted government action to control monopolies because the businesses had been jacking-up prices of goods and due to the demand of the goods people were forced to buy these products at ridiculous prices. From a business perspective monopolies were not a noble thing, but from the society’s perspective monopolies were not beneficial.

Score Point: 4

The response provides a complete explanation of the advantage of business monopolies (“that business is controlling everything and can decide the prices for everything”). The response also provides a complete explanation for the opinion of the Progressives (“the businesses had been jacking-up prices of goods and due to the demand of the goods people were forced to buy these products at ridiculous prices”).
Social Studies

Item 34

Spring 2009

Item and Scoring Guidelines
Item 34. By the second half of the 20th century, improvements in airplane technology had resulted in air travel becoming affordable for a large part of the population.

Explain how the development of affordable air travel contributed to the exchange of cultural practices among people all over the world.

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

Sample Responses for Item 34 (Short Answer):

Exemplar:
As air travel became more affordable, it became easier for people to travel greater distances for vacations. This increased direct contacts between people of different regions and countries, which contributed to the exchange of cultural practices.

Other correct responses:

- Affordable air travel contributed to widespread participation in cultural exchange programs for students. Students studying abroad would absorb the cultural practices of other countries and then bring these practices back to their home countries upon their return.
- Affordable air travel contributed to the growth of international business ventures by making it easier for business people to travel overseas to conduct business. This increased direct contacts between people of different regions and countries, which contributed to the exchange of cultural practices.
**Scoring Guidelines for Item 34:**

<table>
<thead>
<tr>
<th>Score Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 points</td>
<td>The response will provide a complete and accurate explanation of how the development of affordable air travel contributed to the exchange of cultural practices among people all over the world.</td>
</tr>
<tr>
<td>1 point</td>
<td>The response will provide a partial or vague explanation of how the development of affordable air travel contributed to the exchange of cultural practices among people all over the world, AND/OR the response has some minor imprecisions in the content associated with the explanation.</td>
</tr>
<tr>
<td>0 points</td>
<td>The response does not meet any of the above criteria. The response may discuss air travel in a way not related to the exchange of cultural practices or may discuss exchanges of cultural practices not resulting from air travel.</td>
</tr>
</tbody>
</table>
Social Studies

Item 34

Spring 2009

Samples of Scored Student Responses
Well: If I was flying, I would go to France, that is a exchange of cultural only the wealthy people fly up places. But these trip costed a lot of money like thousands, and thousands, of dollars. So that will be the big development in that specific population, so that's my conclusion.
Affordable air travel has contributed to the exchange of cultural practices because people now days like to travel all over the world and with air travel being affordable it helps but everyone else with saving of money. Affordable cost you will make more money that way. So really these helping themselves as long as others.

Score Point: 0

The response does not offer an explanation for how the development of affordable air travel contributed to the exchange of cultural practices among people all over the world. The student’s response deals more with cost savings.
The development of affordable air travel contributed to the exchange of cultural practices among people all over the world. The response states that there are “many Americans who want to travel other countries.”

Score Point: 0

The response does not offer an explanation for how the development of affordable air travel contributed to the exchange of cultural practices among people all over the world. The response states that there are “many Americans who want to travel other countries.”
Airplanes made it possible to visit one another.

Score Point: 0

The response does not offer an explanation for how the development of affordable air travel contributed to the exchange of cultural practices among people all over the world. The student simply states that air travel makes it possible for people to visit.
With the development of affordable air travel, it became much easier and quicker for people on opposite ends of the world to get together and forge ties in relationships and businesses.

Score Point: 1

The response provides a partial explanation of how the development of affordable air travel contributed to the exchange of cultural practices among people all over the world. The student suggests that the ease of air travel affected ties in relationships and businesses, but does not specifically address the exchange of cultural practices.
Affordable air travel contributed to the exchange of cultural practices, by allowing people to travel to and explore other countries.

**Score Point: 1**

The response provides a partial explanation of how the development of affordable air travel contributed to the exchange of cultural practices among people all over the world ("by allowing People to travel to and explore other countries"). The student fails to tie the idea of "explore" to cultural practices.
By the second half of the 20th century, In America has increased in immigration from all over the world. Mostly immigrations were Asian, Australian and African. Because of Air-plane technology they had a opportunity to come in United States. Still they wanted to go back in those country. They traveled from Asia to America and back America to Asia. Asia has a so many different culture. When Asian came back, they were bringing their cultural Activities to the United States. Because they do not forget their culture in anywhere they live. In India, when American is come they started their American programs like Christmas. Still In India so many people celebrate Christmas. In US, some Americans and Indian celebrate Indian festival called Diwali.

Score Point: 2

The response provides a complete and accurate explanation of how the development of affordable air travel contributed to the exchange of cultural practices among people all over the world by discussing “immigration” and the sharing of “cultural Activities.”
Affordable air travel contributed to the exchange of cultural practices among people all over the world because the airplanes are more efficient and a Pastor can hold more people and cargo which makes it great for trading.

Score Point: 2

The response provides a complete and accurate explanation of how the development of affordable air travel contributed to the exchange of cultural practices among people all over the world (“the airplanes are more efficient and ... can hold more people and cargo which makes it great for trading”).
Different cultures and people were able to afford to travel to different countries and states so they past on there traditions and customs.

Score Point: 2

The response provides a complete and accurate explanation of how the development of affordable air travel contributed to the exchange of cultural practices among people all over the world ("Different cultures and people were able to afford to travel ... they past on there traditions and customs").
In the 20th century there was a development of affordable air travel. This led to the exchange of cultural practices all over the world. The reason people began new cultures is because the affordable air travel allowed more people to travel. When they traveled they would do certain things that were different from other people. This allowed people to see and experience how each other lived which made them pick up new things about how to do certain things.

Score Point: 2

The response provides a complete and accurate explanation of how the development of affordable air travel contributed to the exchange of cultural practices among people all over the world (“affordable air travel allowed more people to travel ... allowed people to see and experience how each other lived which made them pick up new things”).
Social Studies

Item 39

Spring 2009

Item and Scoring Guidelines
The United States fulfilled one of its imperialist ambitions in the early 20th century by acquiring land to build the Panama Canal. State two reasons (political and/or economic) why U.S. imperialists wanted to build the canal.

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

Sample Responses for Item 39 (Short Answer):

Exemplar:

A canal at the Isthmus of Panama would reduce U.S. shipping costs and avoid the necessity of maintaining separate navies in the Atlantic and Pacific.

Other correct responses:

- would achieve world power status
- would facilitate U.S. trade with Asia
- would ensure control of trade routes across the Atlantic from Europe to Asia
- would shorten shipping times between coasts (variant on shipping costs)
- would facilitate the movement of naval vessels to different areas of need

Scoring Guidelines for Item 39:

<table>
<thead>
<tr>
<th>Score Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 points</td>
<td>The response correctly identifies two reasons.</td>
</tr>
<tr>
<td>1 point</td>
<td>The response correctly identifies one reason.</td>
</tr>
<tr>
<td>0 points</td>
<td>The response does not meet any of the above criteria. It may discuss how the United States acquired the land (by stirring-up revolution in Columbia), the building rights (from Great Britain) or the hardships involved in building the canal. It may provide geographic reasons for the acquisition. It may use the California Gold Rush as a reason.</td>
</tr>
</tbody>
</table>
Social Studies

Item 39

Spring 2009

Samples of Scored Student Responses
To protect us from getting bombed by other countries.

Score Point: 0
The response does not correctly identify any reasons why U.S. imperialists wanted to build the Panama Canal.
It would help the people for battles.

Score Point: 0

The response does not correctly identify any reasons why U.S. imperialists wanted to build the Panama Canal. The response is vague in that it does not clearly state how it would “help the people for battles.”
One reason U.S. imperialists wanted to build the Panama Canal was so they could haul stuff on big boats. So they didn't have to travel and transport everything by land they built the canal so they could transport by water. It was easier to do it by water than by land. They would hook up the boat to two donkeys and they would pull the boat down the canal. Another reason was because it led straight to where the goods needed to go, they didn't have to go around and make the longer trip.

Score Point: 1

The response correctly identifies one reason why U.S. imperialists wanted to build the Panama Canal: "they could transport by water. It was easier ... they didn’t have to go around and make the longer trip." The entire response deals with facilitating trade.
The U.S. built the Panama Canal for a couple of reasons. First, they built it because it would have been easier to trade and get to the West coast instead of going around South America. Another reason was to make money. In order to use the Canal we could make other countries pay because it was so convenient! That's why we built the Panama Canal.

Score Point: 1

The response correctly identifies one reason why U.S. imperialists wanted to build the Panama Canal: “easier to trade and get to the West coast instead of going around South America.” Canal tolls did occur; however, the collecting of tolls was not a goal of imperialists.
For a political reason, the U.S. wanted to build the canal so they could be expanded more and have more land. Also, the canal would help make shipping and trading a lot easier which is good for the economy.

Score Point: 1

The response correctly identifies one reason why U.S. imperialists wanted to build the Panama Canal: "would help make shipping and trading. A lot easier." "have more land" provides a definition of imperialism but does not provide a reason for building the Panama Canal.
There are many reasons why U.S. imperialists wanted to build the Panama Canal. One reason was to promote trade from different countries. Another reason was so they could export things that we had to much of so we get more money to make other renovations. These are two reasons why U.S. imperialists wanted to build the Panama Canal.

**Score Point: 1**

The response correctly identifies one reason why U.S. imperialists wanted to build the Panama Canal: “to promote trade from different countries ... export things.” The entire response is a holistic reference to facilitating trade.
One reason the United States wanted to build the canal was to have a quicker way to transport merchant ships from the Atlantic to the Pacific. Another reason the United States wanted to build the canal was that it would allow the United States to protect their interests in the Pacific by transporting troops faster.

Score Point: 2

The response correctly identifies two reasons why U.S. imperialists wanted to build the Panama Canal: "a quicker way to transport merchant ships" and "to protect their interests in the Pacific by transporting troops faster."
The Panama Canal gave Americans more economic advantages. It allowed traders a new route, one that was often faster and more efficient than earlier passages. The Canal also helped the US to affirm their status as a strong imperial nation, a force to be reckoned with. It was a matter of pride and economic ambition.

Score Point: 2

The response correctly identifies two reasons why U.S. imperialists wanted to build the Panama Canal: “allowed traders a new route, one that was often faster and more efficient” and “helped the US to affirm their status as a strong imperial nation.”
The U.S. wanted to build the Panama Canal for many reasons. One of them is that they wanted it to be easier to make trade with the different countries, so they needed a cut through rather than having to go around the land on the Ocean. It would also save money to build the canal. Rather than burning all that oil and gas away, we could save some of it and some money by making this canal.

Score Point: 2

The response correctly identifies two reasons why U.S. imperialists wanted to build the Panama Canal: “easier to make trade with the different countries” and “Rather than burning all that oil and gas away, we could save some of it and some money” (the idea of reducing U.S. shipping costs).
In the early 20th century the United States got the “go ahead” to start the building of the Panama Canal. It gave the U.S. the ability to use the canal for reasons such as trade, travel, etc. This would then boost the economy because we would not be spending as much money. It would also help politically, because the President who did it got respect from other countries and leaders, so this gives him respect from our citizens.

Score Point: 2

The response correctly identifies two reasons why U.S. imperialists wanted to build the Panama Canal: “to use the canal for reasons such as trade ... This would then boost the economy because we would not be spending as much money” and “the President who did it got respect from other countries and leaders” (the idea of achieving world power status).