

## Question 13

Which sentence describes a voter who is well-prepared to vote?

- Ⓐ The voter learns where each candidate grew up.
- Ⓑ The voter compares the points made by each candidate.
- Ⓒ The voter determines which candidate is most likely to win.
- Ⓓ The voter figures out which candidate his or her friends are voting for.

**Points Possible:** 1

**Content Standard:** Government

**Content Statement:** Civic participation requires individuals to make informed and reasoned decisions by accessing and using information effectively. (16)

## Scoring Guidelines

Rationale for Option A: Knowing where a candidate grew up does not adequately inform a voter on the issues or candidates.

Rationale for Option B: **Key** – An informed voter compares the candidates and their platforms before voting.

Rationale for Option C: Hypothesizing who is most likely to win will not adequately prepare a voter for voting because it does not help a voter learn about the candidates or the issues.

Rationale for Option D: Knowing who your friends are voting for does not adequately prepare a voter for voting as it does not help a voter learn about the candidates or the issues.

**Sample Response: 1 point**

Which sentence describes a voter who is well-prepared to vote?

- ☐ Ⓐ The voter learns where each candidate grew up.
- ☒ Ⓑ The voter compares the points made by each candidate.
- ☐ Ⓒ The voter determines which candidate is most likely to win.
- ☐ Ⓓ The voter figures out which candidate his or her friends are voting for.

## Question 14

Identify which events encouraged the colonists to fight against Great Britain in the Revolutionary War.

Click the **three** boxes you want to select.

- To remove your selection, click a box again.

The Americans formed a new national government under the Articles of Confederation.

The colonists, unhappy with the British, began to think of themselves as American and wanted to govern themselves.

The colonists felt that the taxes placed on them by the British were unjust.

The colonists had no representation in government.

The colonists found the Articles of Confederation unsuccessful and wrote the Constitution to replace the Articles of Confederation.

The colonists fought against the British in the Revolutionary War.

**Points Possible:** 2

**Content Standard:** History

**Content Statement:** The 13 colonies came together around a common cause of liberty and justice, uniting to fight for independence during the American Revolution and to form a new nation. (4)

## Sample Response: 2 points

Identify which events encouraged the colonists to fight against Great Britain in the Revolutionary War.

Click the **three** boxes you want to select.

- To remove your selection, click a box again.

The Americans formed a new national government under the Articles of Confederation.

The colonists, unhappy with the British, began to think of themselves as American and wanted to govern themselves.

The colonists felt that the taxes placed on them by the British were unjust.

The colonists had no representation in government.

The colonists found the Articles of Confederation unsuccessful and wrote the Constitution to replace the Articles of Confederation.

The colonists fought against the British in the Revolutionary War.

### Notes on Scoring

In order to receive full credit (2 points), students must correctly select:

- "The colonists had no representation in government."
- "The colonists, unhappy with the British, began to think of themselves as American and wanted to govern themselves."
- "The colonists felt that the taxes placed on them by the British were unjust."

## Question 15

The town council of Foxville is considering passing a bill that would prohibit bicycling in the park. Mr. Smith is unhappy with this bill and has written a letter and gathered signatures asking the town council not to pass the law.

How are Mr. Smith's actions protected by the First Amendment?

- Ⓐ by giving him the right to petition
- Ⓑ by protecting his freedom of press
- Ⓒ by protecting his freedom of religion
- Ⓓ by giving him the right to own property

**Points Possible:** 1

**Content Standard:** Government

**Content Statement:** The U.S. Constitution establishes a system of limited government and protects citizens' rights; five of these rights are addressed in the First Amendment. (19)

## Scoring Guidelines

Rationale for Option A: **Key** – The right to freedom of speech means individuals are free to petition government bodies and representatives to persuade them to take specific action.

Rationale for Option B: Mr. Smith is not known to be part of the press.

Rationale for Option C: Religion is irrelevant to this example.

Rationale for Option D: Mr. Smith is not exercising this right. By writing a letter, he is petitioning the town council.

**Sample Response: 1 point**

The town council of Foxville is considering passing a bill that would prohibit bicycling in the park. Mr. Smith is unhappy with this bill and has written a letter and gathered signatures asking the town council not to pass the law.

How are Mr. Smith's actions protected by the First Amendment?

- ☒ by giving him the right to petition
- ☐ by protecting his freedom of press
- ☐ by protecting his freedom of religion
- ☐ by giving him the right to own property

## Question 16

A time line and a paragraph about the history of Ohio are shown.

Read the paragraph and put the events described in the correct order on the time line.

Move each of the **three** events into the blank boxes on the time line.

### Showing Historic Events on a Time Line

Ohio became part of the United States in 1803, but it had a long history before that. In 1671, French leaders claimed to own the land that would become Ohio. Later, though, the French lost a war against Britain. In 1763, Britain took control of France's territory in the Northwest. In the coming years, more and more settlers began moving to the land. Today, millions of people live in Ohio.

#### Time Line of Ohio History



Britain took control of what would become Ohio

Ohio became part of the United States

France claimed the land that would become Ohio

**Points Possible:** 1

**Content Standard:** History

**Content Statement:** The order of significant events in Ohio and the United States can be shown on a time line. (1)

## Scoring Guidelines

For this item, a full-credit response includes:

- "France claimed...Ohio" in the left box;
- AND
- "Britain took control...Ohio" in the center box;
- AND
- "Ohio became...United States" in the right box (1 point).

## Sample Response: 1 point

A time line and a paragraph about the history of Ohio are shown.

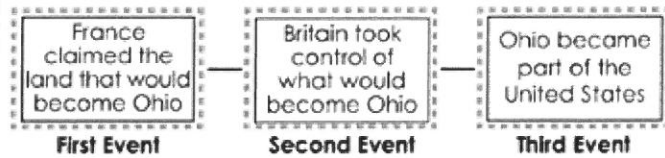
Read the paragraph and put the events described in the correct order on the time line.

Move each of the **three** events into the blank boxes on the time line.

### Showing Historic Events on a Time Line

Ohio became part of the United States in 1803, but it had a long history before that. In 1671, French leaders claimed to own the land that would become Ohio. Later, though, the French lost a war against Britain. In 1763, Britain took control of France's territory in the Northwest. In the coming years, more and more settlers began moving to the land. Today, millions of people live in Ohio.

#### Time Line of Ohio History



### Notes on Scoring

Students use information in the reading to complete the timeline.

In order to receive full credit (1 point), students must correctly place:

- "France claimed the land that would become Ohio" in the left box;
- "Britain took control of what would become Ohio" in the center box;
- "Ohio became part of the United States" in the right box.



## Question 17

Democratic constitutions play an important role in Ohio and the United States.

Identify **three** roles of democratic constitutions.

Move the roles you want to select into the blank boxes.

### Roles of Constitutions


Deciding what goods to produce

Declaring national holidays

Defining authority of elected officials

Describing how power is divided

Limiting the power of the government

Making formal declarations of war

**Points Possible:** 2

**Content Standard:** Government

**Content Statement:** A constitution is a written plan for government. Democratic constitutions provide the framework for government in Ohio and the United States. (20)

## Scoring Guidelines

For this item, a full-credit response includes:

- "Describing how power is divided" under "Roles of Constitutions";
- AND
- "Limiting the power of the government" under "Roles of Constitutions";
- AND
- "Defining authority of elected officials" under "Roles of Constitutions" (2 points).

For this item, a partial-credit response includes:

- Any two roles in the correct locations (1 point).

## Sample Response: 2 points

Democratic constitutions play an important role in Ohio and the United States.

Identify **three** roles of democratic constitutions.

Move the roles you want to select into the blank boxes.

### Roles of Constitutions

Defining authority of elected officials

Describing how power is divided

Limiting the power of the government

Deciding what goods to produce

Declaring national holidays

Making formal declarations of war

### Notes on Scoring

Students identify the role of constitutions by correctly moving the correct roles in the boxes.

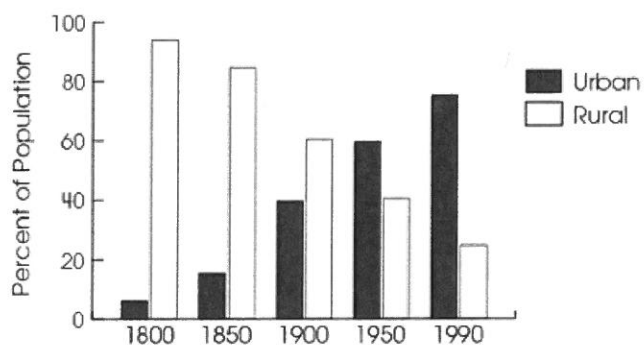
In order to receive full credit (2 points), students must correctly place:

- "Describing how power is divided" under "Roles of Constitutions;"
- "Limiting the power of the government" under "Roles of Constitutions;"
- "Defining authority of elected officials" under "Roles of Constitutions."

## Question 18

A bar graph showing the distribution of the urban and rural populations in the United States between 1800 and 1990 is shown.

**United States Urban and Rural Population, 1800–1990**



Describe the changes in both the urban and rural populations represented in the bar graph.

Type your answer in the space provided.

**B I U I<sub>x</sub>** **≡ ≡ ≡ ≡** **✂** **📄** **📋** **↶** **↷** **ABC** **Ω**

**Points Possible:** 2

**Content Standard:** Government

**Content Statement:** Civic participation requires individuals to make informed and reasoned decisions by accessing and using information effectively. (16)

## Scoring Guidelines



### Exemplar Response

- The percentage of the population living in rural areas has steadily decreased, while the percentage of the population living in urban areas has steadily increased.

### Other Responses

OK  
answer

- More people have moved to the city than to the country because the urban population has increased.
- A smaller percentage of the population lived in the country in 1990 than those who lived in the country in 1800.
- More people lived in rural areas in 1800, but now more people live in urban areas. In 1800, the least number of people lived in urban areas, but now the least number of people live in rural areas.

#### Score Point

#### Description

2 points

The response correctly describes the trend of both populations in the graph.

OR

The response correctly describes the trend of where the most people live and where the least number of people live.

**Note:** The graph shows changes in the population's relative proportions; it does not show changes in the total number of people living in rural and urban areas.

1 point

The response correctly describes the trend of one population, but not the other.

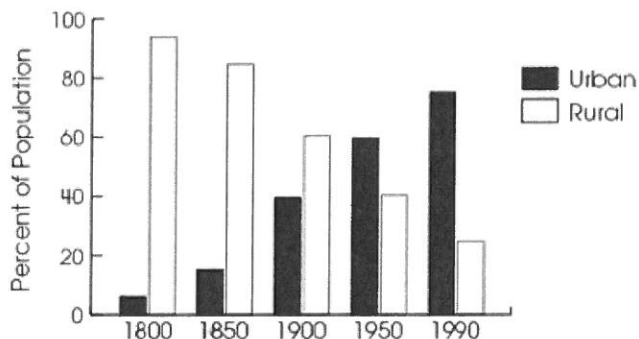
OR

The response correctly describes the trend of either where the most people live or where the least number of people live.

**Sample Response: 2 points**

A bar graph showing the distribution of the urban and rural populations in the United States between 1800 and 1990 is shown.

United States Urban and Rural Population, 1800–1990



Describe the changes in both the urban and rural populations represented in the bar graph.

Type your answer in the space provided.

**B** *I* U I<sub>x</sub>    ¶    ¶    ¶    ¶    ✂    📄    🗑️    ⬅️    ➡️    ABC    Ω

In the urban areas the population went up but in the Rural areas the population went down because, for urban areas in the 1800 the population was about 5 but in the 1990 the population went up to about 80. And for the Rural areas in the 1800 it started out as 100 and then in 1990 the population went down to about 30.

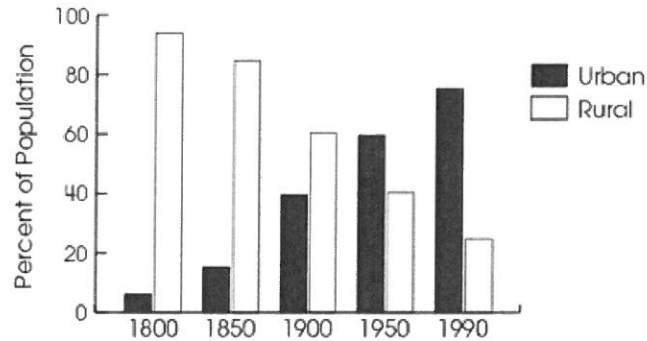
## Notes on Scoring

This response earns full credit (2 points) because the student correctly describes the trend of both the urban and rural populations in the graph ("In the urban areas the population went up but in the Rural areas the population went down").

## Sample Response: 2 points

A bar graph showing the distribution of the urban and rural populations in the United States between 1800 and 1990 is shown.

**United States Urban and Rural Population, 1800–1990**



Describe the changes in both the urban and rural populations represented in the bar graph.

Type your answer in the space provided.

**B I U I<sub>x</sub>** **:= ::** **≡ ≡** **✂** **📄** **📅** **↶** **↷** **ABC** **Ω**

When the urban areas increased while the rural areas decreased.

### Notes on Scoring

This response earns full credit (2 points) because the student correctly describes the trend of both the urban and rural populations in the graph ("the urban areas increased while the rural areas decreased").

## Question 19

A student is writing a report on the early settlers of Ohio. A list of her sources is shown.

Identify the **two** primary sources on the list.

Click the **two** primary sources.

### Primary and Secondary Sources

#### Resources:

Maps of early Ohio settlements drawn by a canal boat captain

An encyclopedia article on Ohio settlers

A book by a teacher who studied Ohio settlers

A diary written by an early settler in Ohio

A textbook chapter that discusses the settlement of Ohio

**Points Possible:** 2

**Content Standard:** History

**Content Statement:** Primary and secondary sources can be used to create historical narratives. (2)

## Sample Response: 2 points

A student is writing a report on the early settlers of Ohio. A list of her sources is shown.

Identify the **two** primary sources on the list.

Click the **two** primary sources.

### Primary and Secondary Sources

#### Resources:

Maps of early Ohio settlements drawn by a canal boat captain

An encyclopedia article on Ohio settlers

A book by a teacher who studied Ohio settlers

A diary written by an early settler in Ohio

A textbook chapter that discusses the settlement of Ohio

### Notes on Scoring

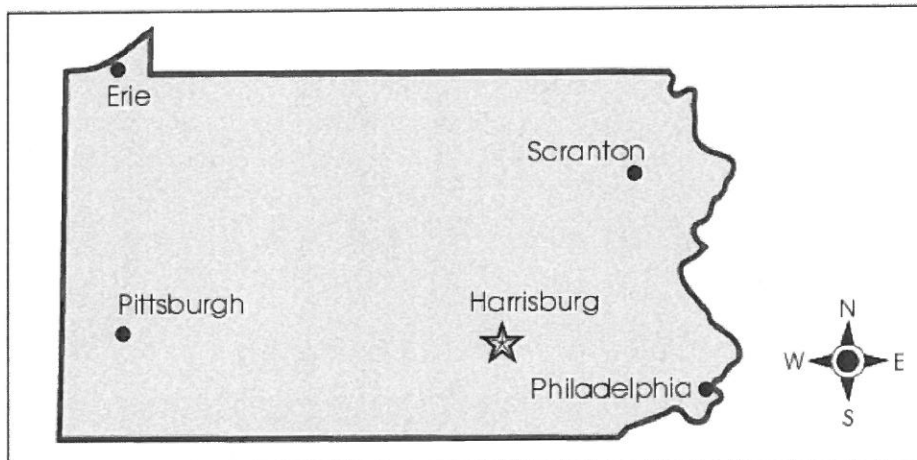
This response receives full credit (2 points) because both primary sources are correctly selected.



## Question 20

A map of Pennsylvania cities is shown.

**Pennsylvania Cities**



Martin traveled from Harrisburg to Pittsburgh.

In which direction did he travel?

- (A) north
- (B) south
- (C) east
- (D) west

**Points Possible:** 1

**Content Standard:** Economics and Geography

**Content Statement:** A map scale and cardinal and intermediate directions can be used to describe the relative location of physical and human characteristics of Ohio and the United States. (9)

## Scoring Guidelines

Rationale for Option A: This is incorrect. The direction from Harrisburg to Pittsburgh is not north.

Rationale for Option B: This is incorrect. The direction from Harrisburg to Pittsburgh is not south.

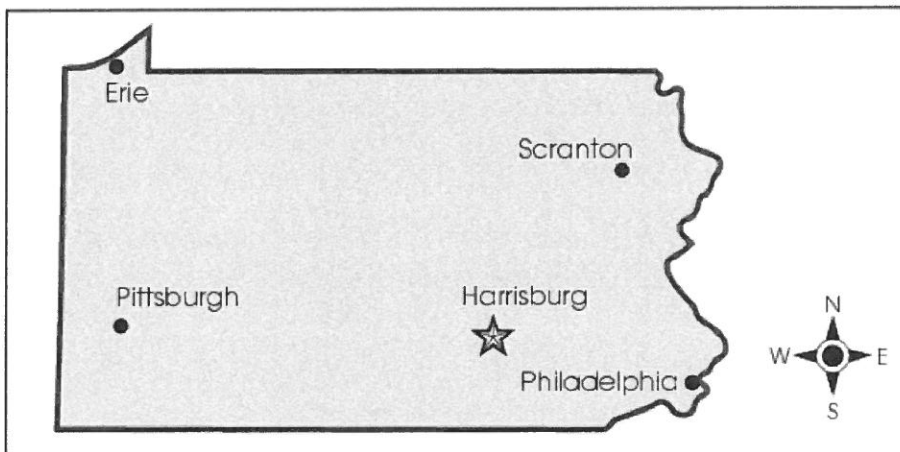
Rationale for Option C: This is incorrect. The direction from Harrisburg to Pittsburgh is not east.

Rationale for Option D: **Key** – The direction from Harrisburg to Pittsburgh is west.

### Sample Response: 1 point

A map of Pennsylvania cities is shown.

**Pennsylvania Cities**



Martin traveled from Harrisburg to Pittsburgh.

In which direction did he travel?

- ☐ (A) north
- ☐ (B) south
- ☐ (C) east
- ☒ (D) west

## Question 21

During the early 1900s, which part of the world did most immigrants to Ohio come from?

- Ⓐ Africa
- Ⓑ Asia
- Ⓒ Europe
- Ⓓ South America

**Points Possible:** 1

**Content Standard:** Economics and Geography

**Content Statement:** The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohio's population has become increasingly reflective of the cultural diversity of the United States. (13)

## Scoring Guidelines

Rationale for Option A: This is incorrect. While some immigrants may have come to Ohio from Africa, African countries were not the countries of origin for most of the immigrants who came to Ohio during the early 1900s; European countries were.

Rationale for Option B: This is incorrect. While some immigrants may have come to Ohio from Asia, Asian countries were not the countries of origin for most of the immigrants who came to Ohio during the early 1900s; European countries were.

Rationale for Option C: **Key** – In the early 1900s, most immigrants to Ohio came from countries in Europe.

Rationale for Option D: This is incorrect. While some immigrants may have come to Ohio from South America, South American countries were not the countries of origin for most of the immigrants who came to Ohio during the early 1900s; European countries were.

**Sample Response: 1 point**

During the early 1900s, which part of the world did most immigrants to Ohio come from?

- ☐ Ⓐ Africa
- ☐ Ⓑ Asia
- ☒ Ⓒ Europe
- ☐ Ⓓ South America

## Question 22

Why are entrepreneurs important in the production of goods?

- Ⓐ They sell products without trying to make a profit.
- Ⓑ They make laws that protect the rights of workers.
- Ⓒ They organize resources such as money and labor.
- Ⓓ They reduce the number of employees needed overall.

**Points Possible:** 1

**Content Standard:** Economics and Geography

**Content Statement:** Entrepreneurs in Ohio and the United States organize productive resources and take risks to make a profit and compete with other producers. (23)

## Scoring Guidelines

Rationale for Option A: This is incorrect. Entrepreneurs typically take risks to start businesses in order to make a profit.

Rationale for Option B: This is incorrect. Entrepreneurs are not government leaders; they cannot create laws.

Rationale for Option C: **Key** – Entrepreneurs must organize resources such as money and labor in order to start a business.

Rationale for Option D: This is incorrect. Entrepreneurs create new business ventures and increase the number of jobs available overall.

**Sample Response: 1 point**

Why are entrepreneurs important in the production of goods?

- ☐ Ⓐ They sell products without trying to make a profit.
- ☐ Ⓑ They make laws that protect the rights of workers.
- ☒ Ⓒ They organize resources such as money and labor.
- ☐ Ⓓ They reduce the number of employees needed overall.

## Question 23

Which action is one way that middle school students can influence the government?

- Ⓐ writing letters
- Ⓑ obeying the law
- Ⓒ attending school
- Ⓓ voting in elections

**Points Possible:** 1

**Content Standard:** Government

**Content Statement:** Individuals have a variety of opportunities to participate in and influence their state and national government. Citizens have both rights and responsibilities in Ohio and the United States. (15)

## Scoring Guidelines

Rationale for Option A: **Key** – Middle school students can impact the government by writing letters to representatives.

Rationale for Option B: This is incorrect. Although obeying the law is an important attribute of responsible citizenship, it is not a way to directly influence the government.

Rationale for Option C: This is incorrect. Although being an informed citizen is an important attribute of responsible citizenship, attending school is not a way to directly influence the government.

Rationale for Option D: This is incorrect. Middle school students are not old enough to vote in elections.

**Sample Response: 1 point**

Which action is one way that middle school students can influence the government?

- ☒ writing letters
- ☐ obeying the law
- ☐ attending school
- ☐ voting in elections



## Question 24

You are trying to reach an agreement with others.

Which situation is a strategy for reaching a compromise?

- Ⓐ You decide not to participate in the discussion.
- Ⓑ You do what people on the other side want because it is easier.
- Ⓒ You stick to your opinion no matter what people on the other side say.
- Ⓓ You look for a common goal where each side gets something they want.

**Points Possible:** 1

**Content Standard:** Government

**Content Statement:** Effective participants in a democratic society engage in compromise. (17)

## Scoring Guidelines

Rationale for Option A: This is incorrect. This is not a strategy for compromise because it does not involve you making concessions or meeting the other side halfway.

Rationale for Option B: This is incorrect. This is not a strategy for compromise because, when making a compromise, you need to think about what is best for everyone, not just what is easiest.

Rationale for Option C: This is incorrect. This is not a strategy for compromise because you do not consider the common good or look for ways you can meet the other side halfway.

Rationale for Option D: **Key** – This is a strategy for compromise because you seek a common goal and make concessions or meet the other side halfway.

**Sample Response: 1 point**

You are trying to reach an agreement with others.

Which situation is a strategy for reaching a compromise?

- ☐ Ⓐ You decide not to participate in the discussion.
- ☐ Ⓑ You do what people on the other side want because it is easier.
- ☐ Ⓒ You stick to your opinion no matter what people on the other side say.
- ☒ Ⓓ You look for a common goal where each side gets something they want.

## Question 25

Mr. Johnson is not happy with the way the city council is governing his town. He decides to voice his opinion to his fellow citizens at the next city council meeting.

Which First Amendment right is he using?

- Ⓐ press
- Ⓑ property
- Ⓒ religion
- Ⓓ speech

**Points Possible:** 1

**Content Standard:** Government

**Content Statement:** The U.S. Constitution establishes a system of limited government and protects citizens' rights; five of these rights are addressed in the First Amendment. (19)

## Scoring Guidelines

Rationale for Option A: This is incorrect. The freedom of the press deals more with reporters and one's right to publish, not one's right to stand up and speak.

Rationale for Option B: This is incorrect. The situation does not relate to the right to own property.

Rationale for Option C: This is incorrect. The freedom of religion allows all citizens to practice whatever religion they wish.

Rationale for Option D: **Key** – By standing up and expressing his opinions, Mr. Johnson is exercising his First Amendment right to freedom of speech.

**Sample Response: 1 point**

Mr. Johnson is not happy with the way the city council is governing his town. He decides to voice his opinion to his fellow citizens at the next city council meeting.

Which First Amendment right is he using?

- ☐ Ⓐ press
- ☐ Ⓑ property
- ☐ Ⓒ religion
- ☒ Ⓓ speech

## Question 26

Which branch of government makes laws?

- Ⓐ administrative
- Ⓑ legislative
- Ⓒ executive
- Ⓓ judicial

**Points Possible:** 1

**Content Standard:** Government

**Content Statement:** The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches. (21)

## Scoring Guidelines

Rationale for Option A: This is incorrect. This is not a branch of government.

Rationale for Option B: **Key** – The legislative branch creates new laws.

Rationale for Option C: This is incorrect. The executive branch does not pass laws; it carries out and enforces laws.

Rationale for Option D: This is incorrect. The judicial branch does not pass laws; it interprets and applies the law.

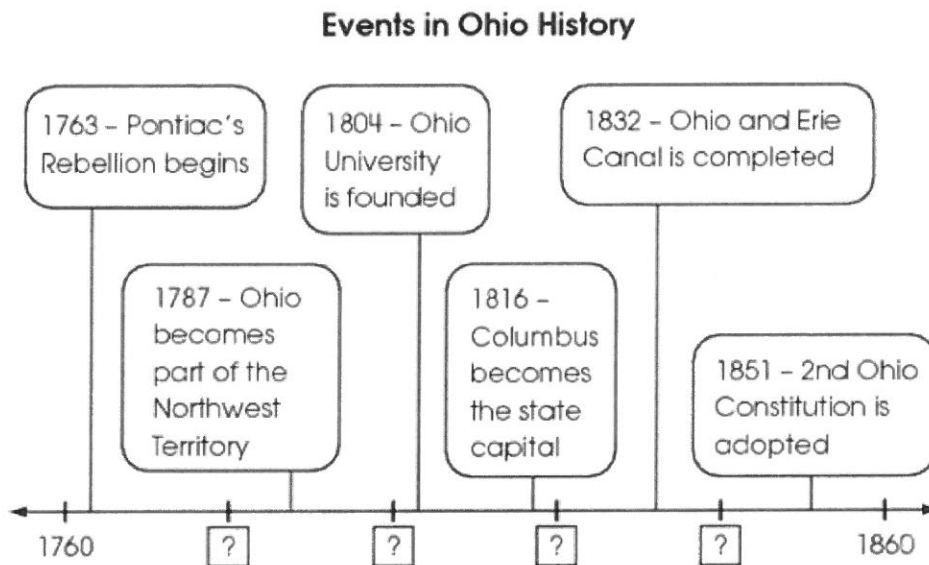
**Sample Response: 1 point**

Which branch of government makes laws?

- ☐ A administrative
- ☒ B legislative
- ☐ C executive
- ☐ D judicial

## Question 27

A time line of Ohio events is shown.



Which unit of time accurately completes the time line provided?

- Ⓐ 1 year
- Ⓑ 10 years
- Ⓒ 20 years
- Ⓓ 50 years

**Points Possible:** 1

**Content Standard:** History

**Content Statement:** The order of significant events in Ohio and the United States can be shown on a time line. (1)

## Scoring Guidelines

Rationale for Option A: This is incorrect. The marks used in this time line are set at every 20 years in the century from 1760 to 1860.

Rationale for Option B: This is incorrect. The marks used in this time line are set at every 20 years in the century from 1760 to 1860.

Rationale for Option C: **Key** – The century-long period from 1760 – 1860 is broken up into five segments, meaning that each marker represents the end of a 20-year time period.

Rationale for Option D: This is incorrect. The marks used in this time line are set at every 20 years in the century from 1760 to 1860.

### Sample Response: 1 point

A time line of Ohio events is shown.

**Events in Ohio History**

1763 – Pontiac's Rebellion begins

1804 – Ohio University is founded

1832 – Ohio and Erie Canal is completed

1787 – Ohio becomes part of the Northwest Territory

1816 – Columbus becomes the state capital

1851 – 2nd Ohio Constitution is adopted

1760      ?      ?      ?      ?      1860

Which unit of time accurately completes the time line provided?

- ☐ (A) 1 year
- ☐ (B) 10 years
- ☒ (C) 20 years
- ☐ (D) 50 years



## Question 28

The Treaty of Greenville was signed between American Indians in Ohio and the United States in 1795.

What was one effect of the Treaty?

- Ⓐ The American Indians became U.S. citizens.
- Ⓑ The American Indians declared war on many British forts.
- Ⓒ The American Indians formed an alliance with the French.
- Ⓓ The American Indians gave up their claims to land in much of Ohio.

**Points Possible:** 1

**Content Standard:** History

**Content Statement:** The inability to resolve standing issues with Great Britain and ongoing conflicts with American Indians led the United States into the War of 1812. Victory in the Battle of Lake Erie contributed to American success in the war. (6)

## Scoring Guidelines

Rationale for Option A: This is incorrect. The American Indians were not made U.S. citizens as part of the Treaty of Greenville.

Rationale for Option B: This is incorrect. The American Indians did not declare war on many British forts. Great Britain and the American Indians were allies during the Battle of Fallen Timbers.

Rationale for Option C: This is incorrect. The American Indians formed an alliance with the British before the Battle of Fallen Timbers. An alliance existed between the French and American Indians during the French and Indian War, but not in 1795.

Rationale for Option D: Key – The defeated American Indians signed a treaty in which they gave up their claims to land in Ohio and other parts of the Northwest Territory.

**Sample Response: 1 point**

The Treaty of Greenville was signed between American Indians in Ohio and the United States in 1795.

What was one effect of the Treaty?

- ☐ Ⓐ The American Indians became U.S. citizens.
- ☐ Ⓑ The American Indians declared war on many British forts.
- ☐ Ⓒ The American Indians formed an alliance with the French.
- ☒ Ⓓ The American Indians gave up their claims to land in much of Ohio.