

## Question 1

Identify the rights and responsibilities of a citizen of the United States.

Move each action into the correct column in the chart.

Rights	Responsibilities

Following the laws

Paying taxes

Protesting

Running for office

**Points Possible:** 2

**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

For this item, a full-credit response includes:

- "Protesting" AND "Running for office" under "Rights;"
- AND
- "Following the laws" and "Paying taxes" under "Responsibilities" (2 points).

For this item, a partial-credit response includes:

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

**Sample Response: 2 points**

Identify the rights and responsibilities of a citizen of the United States.

Move each action into the correct column in the chart.

Rights	Responsibilities
Protesting	Following the laws
Running for office	Paying taxes

## Notes on Scoring

Students differentiate between the rights and responsibilities of citizens in the United States. This response earns full credit (2 points) because it correctly includes "Protesting" AND "Running for office" under "Rights," and it correctly includes "Following the laws" and "Paying taxes" under "Responsibilities."

## Question 2

Explain two ways in which American Indians were affected by the westward movement of settlers into Ohio.

Type your answer in the space provided.

Rich text editor toolbar with icons for Bold (B), Italic (I), Underline (U), Text Color (A), Bulleted List, Numbered List, Indent Left, Indent Right, Undo, Redo, Decrease Indent, Increase Indent, Link, and Unlink.

**Points Possible:** 2

**Content Standard:** History

**Content Statement:** Various groups of people have lived in Ohio over time including prehistoric and historic American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in both cooperation and conflict. (3)

# Scoring Guidelines

## Exemplar Response



- American Indians were often forced to leave their land and move west.
- American Indians were introduced to new products and animals.

## Other Responses

OK  
answers

- American Indians were exposed to new diseases which caused many of them to die.
- American Indians were forced to share their natural resources with the new arrivals/or adapt to different resources.
- Many American Indians were killed by settlers.
- American Indians were often expected to adapt to the European way of life.
- American Indian groups disagreed among each other on how to respond to the settlers and often fought with each other over this issue.
- American Indians fought with settlers.

### Score Point

### Description

2 points

The response provides two ways in which American Indians were affected by the settlers.

1 point

The response provides one example of how American Indians were affected by the settlers.

0 points

The response does not meet the criteria required to earn one point. The response indicates inadequate or no understanding of the task and/or the idea or concept needed to answer the item. It may only repeat information given in the test item. The response may provide an incorrect solution/response and the provided supportive information may be totally irrelevant to the item, or, possibly, no other information is shown. The student may have written on a different topic or written, "I don't know."

## Sample Response: 2 points

Explain two ways in which American Indians were affected by the westward movement of settlers into Ohio.

Type your answer in the space provided.

**B I U I<sub>x</sub>** | **¶** **☰** **☷** **☶** **☵** | **X** **↶** **↷** **↺** **↻** **↻** **Ω**

Two ways American Indians were affected by west-ward movement of settlers into Ohio are 1 that the Indians lost their homes and they might of where they lived not of been able to make a living because there are no t the right recources there.

### Notes on Scoring

The response earns full credit (2 points) because it provides two ways in which American Indians were affected by the westward movement of settlers into Ohio:

- "the Indians lost their homes"
- "where they lived not of been able to make a living because there are no t the right recources there"

## Sample Response: 2 points

Explain two ways in which American Indians were affected by the westward movement of settlers into Ohio.  
Type your answer in the space provided.

**B I U T** | | | | | | | | | | |

American Indians were affect by settlers because they were forced out of there land. Also they were killed fighting for there tribe.

### Notes on Scoring

The response earns full credit (2 points) because it provides two ways in which American Indians were affected by the westward movement of settlers into Ohio:

- "they were forced out of there land"
- "they were killed fighting for there tribe"

### Question 3

Identify and explain one possible positive result of a farmer's decision to use pesticides on his crops.

Then, identify and explain one possible negative result of a farmer's decision to use pesticides on his crops.

Type your answer in the space provided.

**B** **I** **U** **I<sub>x</sub>** **:=** **:** **\*** **÷** **X** **↵** **↶** **↷** **ABC** **Ω**

**Points Possible:** 4

**Content Standard:** Economics and Geography

**Content Statement:** People have modified the environment since prehistoric times. There are both positive and negative consequences for modifying the environment in Ohio and the United States. (12)

## Scoring Guidelines

### Exemplar Response

Pesticides could increase the crop yield. Pesticides kill bugs that destroy crops, so using pesticides to control these problems allows the farmer to produce more crops. Pesticides could cause harm to people if they breathe them. Sometimes, some pesticides will remain in the air when it is sprayed on the crop, causing the potential for humans to breathe in dangerous pesticides.

### Other Responses

Possible negative responses:

- Pesticides kill off many insects, both the good and the bad. This means that many insects die that are beneficial to the environment.
- Pesticides could get into the water on the farm and nearby streams. This would be harmful to humans.
- Pesticides can kill wildlife. If wildlife is exposed to pesticides, then the wildlife may be harmed.

### Score Point

### Description

4 points

The response correctly identifies one possible positive result and one possible negative result of a farmer's decision to use pesticides on his crops and correctly explains each. If the response does not label which consequence is positive and which is negative, use the order of the responses given.

3 points

The response correctly identifies one possible positive result and one possible negative result of a farmer's decision to use pesticides on his crops, but correctly explains only one of these results. The second explanation is incorrect, vague or missing.

2 points

The response correctly identifies and explains one possible result (either negative or positive) of a farmer's decision to use pesticides.

OR

The response correctly identifies both a positive and a negative possible result of a farmer's decision to use pesticides. The explanations are incorrect, vague or missing.

1 point

The response correctly identifies one possible result (either negative or positive) of a farmer's decision to use pesticides. The other identification and both explanations are incorrect, vague or missing.

OR



## Sample Response: 4 points

Identify and explain one possible positive result of a farmer's decision to use pesticides on his crops.

Then, identify and explain one possible negative result of a farmer's decision to use pesticides on his crops.

Type your answer in the space provided.

**B I U I<sub>x</sub>** **:=** **:** **≡** **≠** **≡** **X** **↶** **↷** **↶** **↷** **ABC** **Ω**

1 positive effect of a farmer using pesticides on his crops is it gets bugs away so they don't eat them. This is good because the bugs could eat up all his crops and so he would make any money because he couldn't sell them. 1 negative effect is that pesticides could be poisonous to us if we eat his crops and they still had a little pesticide on them. Then the farmer might not be able to sell his crops anymore so that means he couldn't make money.

### Notes on Scoring

The response earns full credit (4 points) because it correctly identifies ("it gets bugs away so they don't eat them") and correctly explains ("because the bugs could eat up all his crops and...he couldn't sell them") one positive result of a farmer's decision to use pesticides on his crops. The response also correctly identifies ("pesticides could be poisonous to us if we eat his crops and they still had a little pesticide on them") and correctly explains ("Then the farmer might not be able to sell his crops anymore so that means he couldn't make money.") one negative result of a farmer's decision to use pesticides on his crops.

## Sample Response: 4 points

Identify and explain one possible positive result of a farmer's decision to use pesticides on his crops.

Then, identify and explain one possible negative result of a farmer's decision to use pesticides on his crops.

Type your answer in the space provided.

**B I U T**

One possitive effect of putting pesticides on farmers crops is killing bugs eating their crops thats good because theirs more crops then normall to sell. One negative effect of putting pesticides on farmers crops are it could hurt outhier animals this is bad because eventually there would be a lout of endangered animals.

### Notes on Scoring

The response earns full credit (4 points) because it correctly identifies ("killing bugs eating their crops") and correctly explains ("because theirs more crops then normall to sell") one positive result of a farmer's decision to use pesticides on his crops. The response also correctly identifies ("it could hurt outhier animals") and correctly explains ("because eventually there would be a lout of endangered animals") one negative result of a farmer's decision to use pesticides on his crops.

## Question 4

What was the purpose of the Underground Railroad?

- Ⓐ to provide a secret escape route for fugitive slaves who sought their freedom
- Ⓑ to provide transportation to slaves who wanted to live in the North
- Ⓒ to return escaped slaves to their owners
- Ⓓ to continue slavery in the United States

**Points Possible:** 1

**Content Standard:** History

**Content Statement:** Sectional issues divided the United States after the War of 1812. Ohio played a key role in these issues, particularly with the anti-slavery movement and the Underground Railroad. (7)

## Scoring Guidelines

Rationale for Option A: **Key** – The Underground Railroad was a secret escape route—a system of safe houses where fugitive slaves could rest as they journeyed North seeking freedom.

Rationale for Option B: The Underground Railroad was not actually a form of transportation; it was a secret escape route for slaves seeking their freedom.

Rationale for Option C: The Fugitive Slave Act of 1850, not the Underground Railroad, was a law that required escaped slaves to be returned to their owners.

Rationale for Option D: The Underground Railroad was a secret escape route for escaping slaves, and it did not support the continuation of slavery in the United States.

**Sample Response: 1 point**

What was the purpose of the Underground Railroad?

- ☒ to provide a secret escape route for fugitive slaves who sought their freedom
- ☐ to provide transportation to slaves who wanted to live in the North
- ☐ to return escaped slaves to their owners
- ☐ to continue slavery in the United States

## Question 5

Which of Ohio's natural resources powered American railroads and factories in the late 1800s and early 1900s?

- (A) coal
- (B) electricity
- (C) rivers
- (D) timber

**Points Possible:** 1

**Content Standard:** Economics and Geography

**Content Statement:** The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio. (10)

## Scoring Guidelines

Rationale for Option A: **Key** – Coal is a natural resource found in Ohio that was used to power railroads and factories in the late nineteenth and early twentieth centuries.

Rationale for Option B: Electricity is not a natural resource.

Rationale for Option C: Rivers are a natural resource, but they were not used to power railroads and factories.

Rationale for Option D: Timber is a natural resource, but it is not one used to power railroads and factories.

**Sample Response: 1 point**

Which of Ohio's natural resources powered American railroads and factories in the late 1800s and early 1900s?

- ☒ coal
- ☐ electricity
- ☐ rivers
- ☐ timber

## Question 6

What was a major route that Ohio used to transport goods and people to the rest of the country in the early 1800s?

- (A) Interstate Highway 71
- (B) Appalachian Trail
- (C) Cuyahoga River
- (D) Ohio River

**Points Possible:** 1

**Content Standard:** Economics and Geography

**Content Statement:** Ohio's location in the United States and its transportation systems continue to influence the movement of people, products and ideas. (14)

## Scoring Guidelines

Rationale for Option A: Interstate 71 is a modern transportation route that was not in use during the early 1800s.

Rationale for Option B: The Appalachian Trail is not located in Ohio.

Rationale for Option C: The Cuyahoga River is in Ohio, but it was not a major commercial route for transporting goods.

Rationale for Option D: **Key** – The Ohio River was Ohio's main commercial artery for transporting goods and people to other parts of the nation in the 1800s.

**Sample Response: 1 point**

What was a major route that Ohio used to transport goods and people to the rest of the country in the early 1800s?

- ☐ Ⓐ Interstate Highway 71
- ☐ Ⓑ Appalachian Trail
- ☐ Ⓒ Cuyahoga River
- ☒ Ⓓ Ohio River



## Question 7

What did the Northwest Ordinance ban in the Northwest Territory?

- ☐ A slavery
- ☐ B farming
- ☐ C independent political elections
- ☐ D settlement by American Indians

**Points Possible:** 1

**Content Standard:** History

**Content Statement:** The Northwest Ordinance established a process for the creation of new states and specified democratic ideals to be incorporated in the states of the Northwest Territory. (5)

## Scoring Guidelines

Rationale for Option A: **Key** – The Northwest Ordinance banned slavery from the Northwest Territory.

Rationale for Option B: Farming was not banned by the Northwest Ordinance.

Rationale for Option C: Independent political elections were not banned; in fact, once a territory's population reached a certain level, political elections were required for statehood.

Rationale for Option D: Settlement by American Indians was not banned from the Northwest Territory by the Northwest Ordinance; in fact, fair treatment of Indians was encouraged.

**Sample Response: 1 point**

What did the Northwest Ordinance ban in the Northwest Territory?

- ☒ slavery
- ☐ (B) farming
- ☐ (C) independent political elections
- ☐ (D) settlement by American Indians

## Question 8

Kyle and Nicole are having an argument about who should get to use the family computer. Help them to solve the argument by choosing whether or not their actions are examples of compromise.

Click the box that correctly describes each action.

Action	Example of compromise	Not an example of compromise
Kyle tells Nicole she must let him use the computer every day or he will tell their parents.	<input type="checkbox"/>	<input type="checkbox"/>
Nicole and Kyle agree to take turns using the computer each day.	<input type="checkbox"/>	<input type="checkbox"/>
Kyle agrees to let Nicole use the computer on Tuesdays, and Nicole agrees to let Kyle use the computer on Wednesdays.	<input type="checkbox"/>	<input type="checkbox"/>
Nicole tells Kyle he is not allowed to use the computer even when she is not using it.	<input type="checkbox"/>	<input type="checkbox"/>

**Points Possible:** 2

**Content Standard:** Government

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

## Sample Response: 2 points

Kyle and Nicole are having an argument about who should get to use the family computer. Help them to solve the argument by choosing whether or not their actions are examples of compromise.

Click the box that correctly describes each action.

Action	Example of compromise	Not an example of compromise
Kyle tells Nicole she must let him use the computer every day or he will tell their parents.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nicole and Kyle agree to take turns using the computer each day.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kyle agrees to let Nicole use the computer on Tuesdays, and Nicole agrees to let Kyle use the computer on Wednesdays.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nicole tells Kyle he is not allowed to use the computer even when she is not using it.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### Notes on Scoring

Students demonstrate their understanding of a compromise by correctly placing a check in the correct column.

In order to receive full credit (2 points), the student must place:

- The check in the second column for the first action;
- The check in the first column for the second action;
- The check in the first column for the third action;
- The check in the second column for the fourth action.

## Question 9

This chart shows different resources a bakery owner needs to have a successful business.

Identify the resources this entrepreneur needs to make the business successful.

Move each resource into the correct box in the chart.

Resources Used by Entrepreneurs		
Human Resources	Natural Resources	Capital Goods
<div></div>	<div>land to build the store</div>	<div></div>
<div></div>	<div>gas to run the ovens</div>	<div></div>
<div>workers to sell bread</div> <div>ovens to bake bread</div> <div>bakers to make bread</div> <div>trucks to deliver bread</div>		

**Points Possible:** 2

**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)

## Sample Response: 2 points

This chart shows different resources a bakery owner needs to have a successful business.

Identify the resources this entrepreneur needs to make the business successful.

Move each resource into the correct box in the chart.

Resources Used by Entrepreneurs		
Human Resources	Natural Resources	Capital Goods
workers to sell bread	land to build the store	ovens to bake bread
bakers to make bread	gas to run the ovens	trucks to deliver bread

### Notes on Scoring

The students demonstrate their knowledge of human resources and capital goods by correctly placing the boxes.

In order to receive full credit (2 points), the student must place:

- "workers to sell bread" in the "Human Resources" column;
- "bakers to make bread" in the "Human Resources" column;
- "ovens to bake bread" in the "Capital Goods" column;
- "trucks to deliver bread" in the "Capital Goods" column.

## Question 10

What is one responsibility of the executive branch of the U.S. government?

- ☐ Ⓐ to interpret the law
- ☐ Ⓑ to enforce the law
- ☐ Ⓒ to set tax rates
- ☐ Ⓓ to declare war

**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: The judicial branch of the government interprets the law.

Rationale for Option B: **Key** – The executive branch enforces the law.

Rationale for Option C: Congress (legislative branch) is responsible for establishing taxes.

Rationale for Option D: Only Congress has the power to declare war.

**Sample Response: 1 point**

What is one responsibility of the executive branch of the U.S. government?

- ☐ Ⓐ to interpret the law
- ☒ Ⓑ to enforce the law
- ☐ Ⓒ to set tax rates
- ☐ Ⓓ to declare war



## Question 11

What was a lasting result of the Battle of Fallen Timbers?

- Ⓐ The Shawnee Indians assumed a greater role in U.S. political life.
- Ⓑ The United States acquired much of the Ohio Country.
- Ⓒ The French took control of Canada from Britain.
- Ⓓ The United States lost control of Zane's Trace.

**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: The Shawnee were part of the coalition of American Indians who lost the Battle of Fallen Timbers. They were not able to assume a larger role in U.S. political life.

Rationale for Option B: **Key** – As a result of its victory in the Battle of Fallen Timbers, the United States gained control of much of the Ohio Country.

Rationale for Option C: France lost colonial control over New France (Quebec) to Britain in 1763 after the Seven Years War.

Rationale for Option D: The United States won the Battle of Fallen Timbers and as a result did not lose land or access to land.

**Sample Response: 1 point**

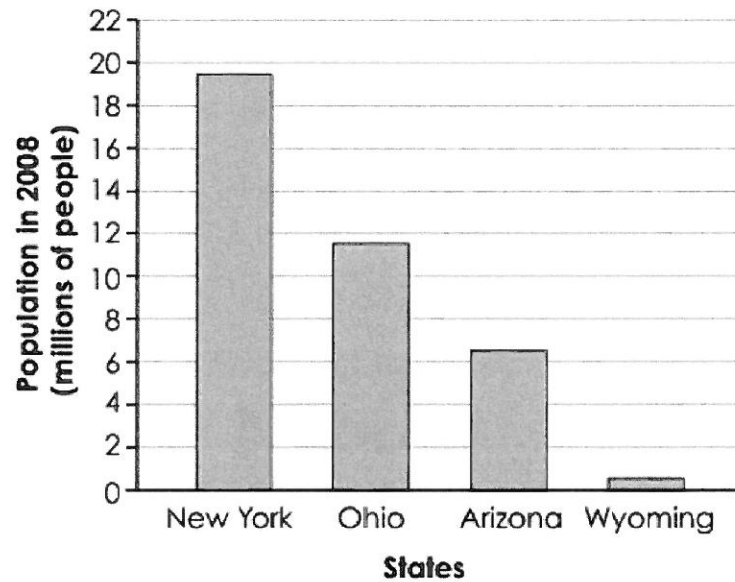
What was a lasting result of the Battle of Fallen Timbers?

- ☐ Ⓐ The Shawnee Indians assumed a greater role in U.S. political life.
- ☒ Ⓑ The United States acquired much of the Ohio Country.
- ☐ Ⓒ The French took control of Canada from Britain.
- ☐ Ⓓ The United States lost control of Zane's Trace.

## Question 12

Look at the information in the graph.

Create a title for the graph based on the information included in it.



Type your answer in the space provided.

**Points Possible:** 1

**Content Standard:** Economics and Geography

**Content Statement:** Tables and charts help people to understand information and issues. Tables organize information in columns and rows. Charts organize information in a variety of visual formats (pictures, diagrams, graphs). (22)

## Scoring Guidelines

Score Point

Description

1 point

Response includes one of the following:

- Number of people per state
- Population of states
- Population per state

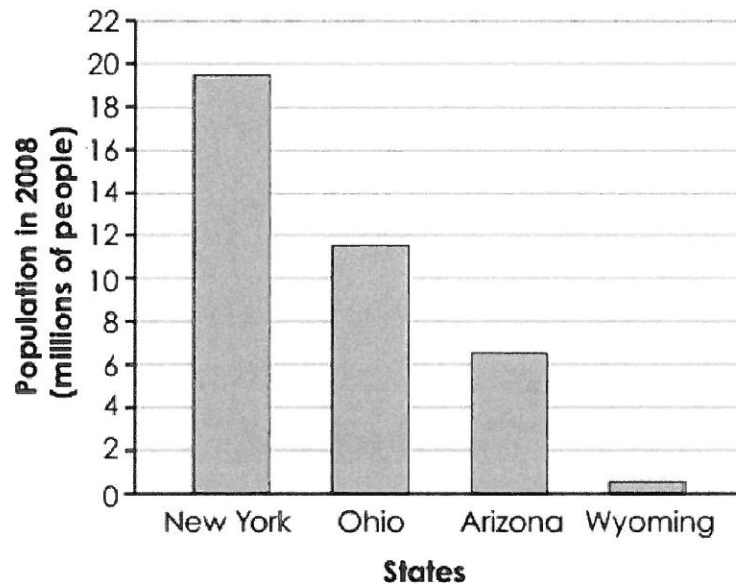
0 points

The response does not meet the criteria required to earn one point. The response indicates inadequate or no understanding of the task and/or the idea or concept needed to answer the item. It may only repeat information given in the test item. The response may provide an incorrect solution/response and the provided supportive information may be irrelevant to the item, or, possibly, no other information is shown. The student may have written on a different topic or written, "I don't know."

### Sample Response: 1 point

Look at the information in the graph.

Create a title for the graph based on the information included in it.



Type your answer in the space provided.

Populations of New York, Ohio, Arizona, and Wyoming in 2008 (in millions)

#### Notes on Scoring

Students interpret the graph and decide the best title for the graph.

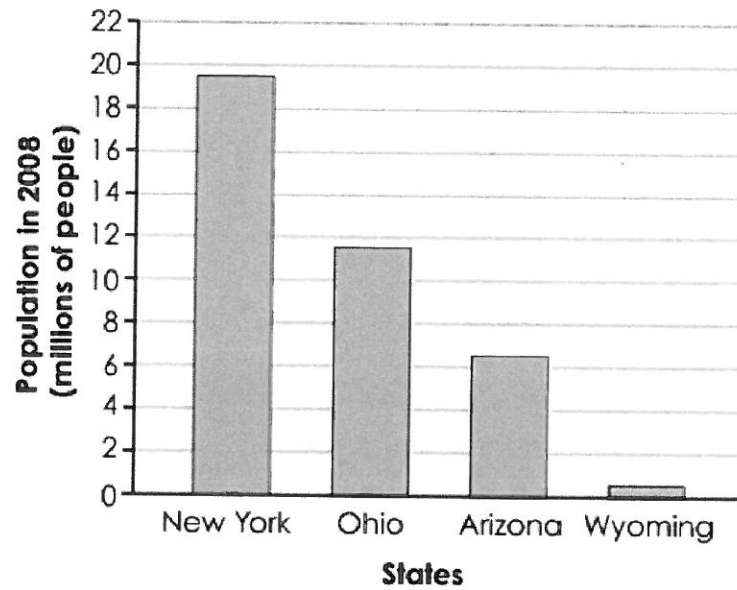
In order for students to receive full credit (1 point), information from both the x-axis (States) and y-axis (Population) must be correctly referenced in the response.

This response is consistent with the responses listed in the Scoring Guidelines.

**Sample Response: 1 point**

Look at the information in the graph.

Create a title for the graph based on the information included in it.



Type your answer in the space provided.

The Amount of People in Diffrent States

**Notes on Scoring**

This response is consistent with the responses listed in the Scoring Guidelines.