

Question 1

An American citizen speaks to a local community group about her opinions of United States foreign policy. Which First Amendment right is this citizen exercising?

- ☐ (A) freedom of speech
- ☐ (B) freedom of religion
- ☐ (C) freedom to petition
- ☐ (D) freedom of the press

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. (A.15)

Scoring Guidelines

Rationale for Option A: **Key** – The citizen is exercising freedom of speech.

Rationale for Option B: The citizen's speech is not specifically about the practice of a religion.

Rationale for Option C: The citizen is not petitioning or assembling.

Rationale for Option D: The citizen is not expressing opinion through the media.

Sample Response: 1 point

An American citizen speaks to a local community group about her opinions of United States foreign policy.

Which First Amendment right is this citizen exercising?

- ☒ A freedom of speech
- ☐ B freedom of religion
- ☐ C freedom to petition
- ☐ D freedom of the press

Question 2

A table on early colonial settlements in the United States is shown.

Early Colonial Settlements

Date Founded	Settlement	Reason for Settlement
1607	Jamestown	Trade, farming
1620	Plymouth	Religious freedom, farming
1634	Maryland	Religious freedom, farming
1682	Pennsylvania	Religious freedom, trade

Which characteristic do the settlements of Plymouth and Pennsylvania share?

- (A) Both were founded for trade.
- (B) Both were founded for farming.
- (C) Both were founded in the early 1600s.
- (D) Both were founded for religious freedom.

Points Possible: 1

Content Standard: Economics

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. (D.22)

Scoring Guidelines

Rationale for Option A: Plymouth was founded for religious freedom and farming.

Rationale for Option B: Pennsylvania was founded for religious freedom and trade.

Rationale for Option C: Plymouth was founded in 1620 and Pennsylvania was founded in 1682. Neither were founded in the early 1600s.

Rationale for Option D: Key – Pennsylvania and Plymouth were both founded for religious freedom.

Sample Response: 1 point

A table on early colonial settlements in the United States is shown.

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Date Founded	Settlement	Reason for Settlement
1607	Jamestown	Trade, farming
1620	Plymouth	Religious freedom, farming
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Which characteristic do the settlements of Plymouth and Pennsylvania share?

- ☐ Ⓐ Both were founded for trade.
- ☐ Ⓑ Both were founded for farming.
- ☐ Ⓒ Both were founded in the early 1600s.
- ☒ Ⓓ Both were founded for religious freedom.

Question 3

Which statement describes entrepreneurs?

- ☐ Ⓐ They rarely take risks.
- ☐ Ⓑ They always make a profit.
- ☐ Ⓒ They produce goods or services.
- ☐ Ⓓ They do not use productive resources.

Points Possible: 1

Content Standard: Economics

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

Scoring Guidelines

Rationale for Option A: Entrepreneurs often take risks.

Rationale for Option B: Entrepreneurs strive to make a profit, but they do not always make one.

Rationale for Option C: **Key** – Entrepreneurs use productive resources to produce goods or services that others will buy.

Rationale for Option D: Entrepreneurs must use productive resources in order to produce goods or services and run their businesses.

Sample Response: 1 point

Which statement describes entrepreneurs?

- ☐ Ⓐ They rarely take risks.
- ☐ Ⓑ They always make a profit.
- ☒ Ⓒ They produce goods or services.
- ☐ Ⓓ They do not use productive resources.

Question 4

A map of the eastern United States is shown.

According to the map, which state is southwest of Ohio?

- (A) Virginia
- (B) Wisconsin
- (C) New York
- (D) Mississippi

Points Possible: 1

Content Standard: 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. (A.9)

Scoring Guidelines

Rationale for Option A: Virginia is southeast of Ohio; wrong use of directions.


Rationale for Option B: Wisconsin is northwest of Ohio; wrong use of directions.

Rationale for Option C: New York is northeast of Ohio; wrong use of directions.

Rationale for Option D: **Key** – Mississippi is southwest of Ohio.

Sample Response: 1 point

A map of the eastern United States is shown.



According to the map, which state is southwest of Ohio?

- ☐ (A) Virginia
- ☐ (B) Wisconsin
- ☐ (C) New York
- ☒ (D) Mississippi

Question 5

John and Julianna work for a company that has extra computers they want to give away. John wants to give them to a library, but Julianna wants to give them to a school. They must make a decision.

Which action shows a compromise?

- (A) Give half of the computers to the library and half of them to the school.
- (B) Give the computers to a computer repair shop since they cannot agree.
- (C) Give the computers to the school because Julianna has been working for less time.
- (D) Give the computers to the library because John has been working for a longer time.

Points Possible: 1

Content Standard: Government

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

Scoring Guidelines

Rationale for Option A: **Key** – Donating half of the computers to the library and half of the computers to the school represents a compromise, as the opinions of both John and Julianna have been taken into account.

Rationale for Option B: Arguing for an extended period of time without coming to a solution represents a disagreement, not a compromise.

Rationale for Option C: Julianna getting her way by only donating the computers to the school is not a compromise.

Rationale for Option D: John getting his way by only donating the computers to the library is not a compromise.

Sample Response: 1 point

John and Julianna work for a company that has extra computers they want to give away. John wants to give them to a library, but Julianna wants to give them to a school. They must make a decision.

Which action shows a compromise?

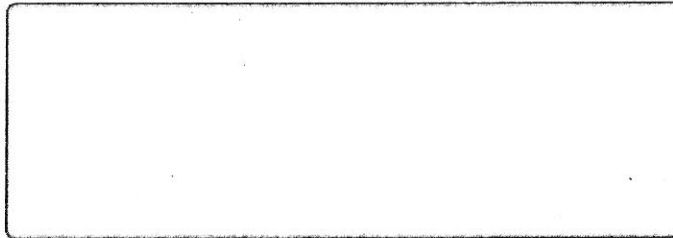
- ☒ Give half of the computers to the library and half of them to the school.
- ☐ Give the computers to a computer repair shop since they cannot agree.
- ☐ Give the computers to the school because Julianna has been working for less time.
- ☐ Give the computers to the library because John has been working for a longer time.

Question 6

It is against the law to drive through a red light.

Explain how this traffic law helps citizens.

Type your answer in the space provided.



Points Possible: 1

Content Standard: Government

Content Statement: Laws can protect rights, provide benefits and assign responsibilities. (B.18)

Scoring Guidelines

<u>Score Point</u>	<u>Description</u>
1 point	<p>Response includes one of the following:</p> <ul style="list-style-type: none">• It keeps people safe.• It provides order.• It makes things less chaotic.• It makes things run smoothly.• It prevents car accidents.• It tells some traffic to stop so that other traffic can go.
0 points	<p>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."</p>

Question 7

Which two waterways in or near Ohio are important for the transportation of goods and people across the nation?

- ☐ A Lake Erie and the Ohio River
- ☐ B Lake Ontario and the Atlantic Ocean
- ☐ C the Pacific Ocean and the Ohio River
- ☐ D the Gulf of Mexico and the St. Lawrence River

Points Possible: 1

Content Standard: Geography

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

Scoring Guidelines

Rationale for Option A: **Key** – Ohio borders Lake Erie and the Ohio River, and both are major waterways that are important to the national transportation system.

Rationale for Option B: Although Lake Ontario is near Ohio, the Atlantic Ocean is not. There are closer waterways to choose from.

Rationale for Option C: While the Ohio River borders Ohio, the Pacific Ocean is far to the west. There are closer waterways to choose from.

Rationale for Option D: The St. Lawrence River is somewhat near to Ohio, but the Gulf of Mexico is far to the south. There are closer waterways to choose from.

Sample Response: 1 point

Which two waterways in or near Ohio are important for the transportation of goods and people across the nation?

- ☒ Lake Erie and the Ohio River
- ☐ Lake Ontario and the Atlantic Ocean
- ☐ the Pacific Ocean and the Ohio River
- ☐ the Gulf of Mexico and the St. Lawrence River

Question 8

During the American Revolution, American colonists fought for freedom from Great Britain.

Complete the chart by selecting **two** causes of the American Revolution.

Move your answers into the blank boxes in the chart.

Causes of the American Revolution	
Cause 1	Cause 2
<div></div>	<div></div>
Colonists created the Constitution of the United States.	Colonists had to pay high taxes on many goods.
Colonists were not allowed to move to western lands.	Colonists did not think the Articles of Confederation worked.

Points Possible: 1

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. (B.4)

Sample Response: 1 point

During the American Revolution, American colonists fought for freedom from Great Britain.

Complete the chart by selecting **two** causes of the American Revolution.

Move your answers into the blank boxes in the chart.

Causes of the American Revolution	
Cause 1	Cause 2
Colonists had to pay high taxes on many goods.	Colonists were not allowed to move to western lands.
Colonists created the Constitution of the United States.	Colonists did not think the Articles of Confederation worked.

Notes on Scoring

This student response correctly places both causes. The order of the causes could be reversed and still be correct.

Question 9

Select **two** of Ohio's resources that are used as alternative energy sources.

- ☐ coal
- ☐ gasoline
- ☐ natural gas
- ☐ soybeans
- ☐ wind

Points Possible: 1

Content Standard: Geography

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

Scoring Guidelines

Rationale for coal: Coal is mined in Ohio, but it is not an alternate source of energy.

Rationale for gasoline: Gasoline is not an alternate source of energy.

Rationale for natural gas: Natural gas is extracted in Ohio, but is not an alternate source of energy.

Rationale for soybeans: **Key** – Soybeans are used to create bio-fuels and are considered to be an alternate energy source.

Rationale for wind: **Key** – Wind turbines in Ohio are being used to generate electricity for the state.

NOTE: Students must have both answers correct in order to receive full credit (1 point).

Sample Response: 1 point

Select **two** of Ohio's resources that are used as alternative energy sources.

- ☐ coal
- ☐ gasoline
- ☐ natural gas
- ☒ soybeans
- ☒ wind

Sample Response: 0 points

Select **two** of Ohio's resources that are used as alternative energy sources.

- ☒ coal
- ☐ gasoline
- ☐ natural gas
- ☐ soybeans
- ☒ wind

Question 10

In the early 1800s, the United States developed regions that became known as the North, the South and the West.

Each statement describes one of these regions. Move each statement into the correct column in the chart.

North	South	West
This region had a plantation economy.	Many factories and textile mills were located here.	Tobacco, cotton, and sugar were the major cash crops in this region.
This region contained the most cities.	Minerals and timber were sent from this region to factories.	This region was rural, but cities were growing quickly.

Points Possible: 2

Content Standard: Geography

Content Statement: The regions which became known as the North, South and West of the United States developed in the early 1800s largely based on their physical environments and economies. (B.11)

Sample Response: 2 points

In the early 1800s, the United States developed regions that became known as the North, the South and the West.

Each statement describes one of these regions. Move each statement into the correct column in the chart.

North	South	West
This region contained the most cities.	This region had a plantation economy.	Minerals and timber were sent from this region to factories.
Many factories and textile mills were located here.	Tobacco, cotton, and sugar were the major cash crops in this region.	This region was rural, but cities were growing quickly.

Notes on Scoring

The regions described in this question come directly from content statement 11. This grid item is worth two points and for students to receive full credit, they must place each of the six answers correctly. For a student to receive 1 point, they must place three or more answers correctly.

Question 11

Nanci's schedule for Wednesday is shown.

Move the 1st Amendment freedom that allows Nanci to participate in each of these activities into each blank box.

- You do **not** need to use all the freedoms shown.

Schedule for Wednesday

5:00 – 6:00 p.m.	Attend Young Citizens Group meeting about recycling program	
6:00 – 7:00 p.m.	Write an article for the local newspaper about recycling	
7:00 – 8:00 p.m.	Collect signatures supporting a city recycling program	

Freedom of
Assembly

Freedom of
Petition

Freedom of
the Press

Freedom of
Religion

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. (B.19)

Sample Response: 1 point

Nanci's schedule for Wednesday is shown.

Move the 1st Amendment freedom that allows Nanci to participate in each of these activities into each blank box.

- You do not need to use all the freedoms shown.

Schedule for Wednesday

5:00 – 6:00 p.m. Attend Young Citizens Group meeting about recycling program

Freedom of Assembly

6:00 – 7:00 p.m. Write an article for the local newspaper about recycling

Freedom of the Press

7:00 – 8:00 p.m. Collect signatures supporting a city recycling program

Freedom of Petition

Freedom of Religion

Notes on Scoring

This is a 1-point item and students need to answer all three freedoms correctly into the boxes. No partial credit is given for this question.

Question 12

Identify **one** reason why Ohio was an important part of the Underground Railroad.

Type your answer in the space provided.

Points Possible: 1

Content Standard: History

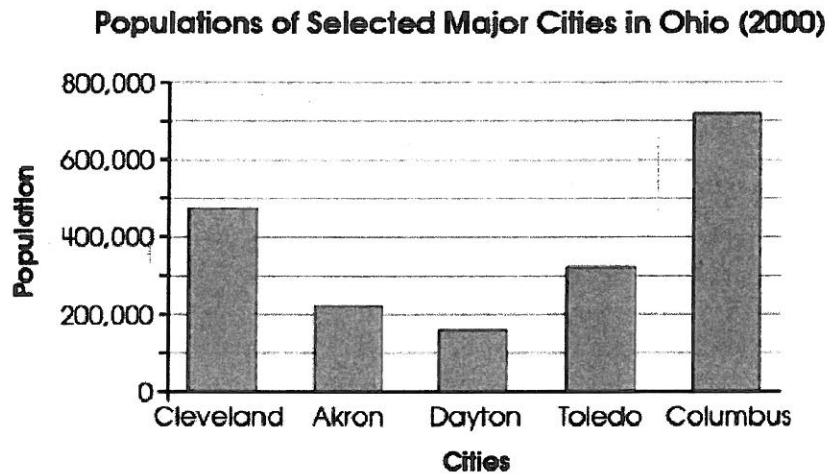
Content Statement: Sectional issues divided the United States after the War of 1812. Ohio played a key role in these issues, particularly with the anti-slavery movement and the Underground Railroad. (B.7)

Scoring Guidelines

<u>Score Point</u>	<u>Description</u>
1 point	<p>Response includes one of the following:</p> <ul style="list-style-type: none">• Slaves could cross the Ohio River into freedom.• It was on the other side of/bordered/touches/next to the Ohio River• Northern State/free state• It's in the North• Borders a slave state• It's next to/touches/on the other side of a slave state• Close to/next to Canada• Many people in Ohio opposed slavery• People in Ohio helped/were friendly to slaves• There were safe houses in Ohio
0 points	<p>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."</p>

Question 13

A bar graph of data is shown.



Which conclusion can be drawn by looking at this bar graph?

- (A) In 2000, Akron had a population of fewer than 200,000 residents.
- (B) In 2000, Columbus had a similar population to that of Cleveland.
- (C) In 2000, Cleveland had a population of more than 500,000 residents.
- (D) In 2000, Toledo had a lower population than Akron and Dayton combined.

Points Possible: 1

Content Standard: Government

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

Scoring Guidelines

Rationale for Option A: Akron had more than 200,000 residents.

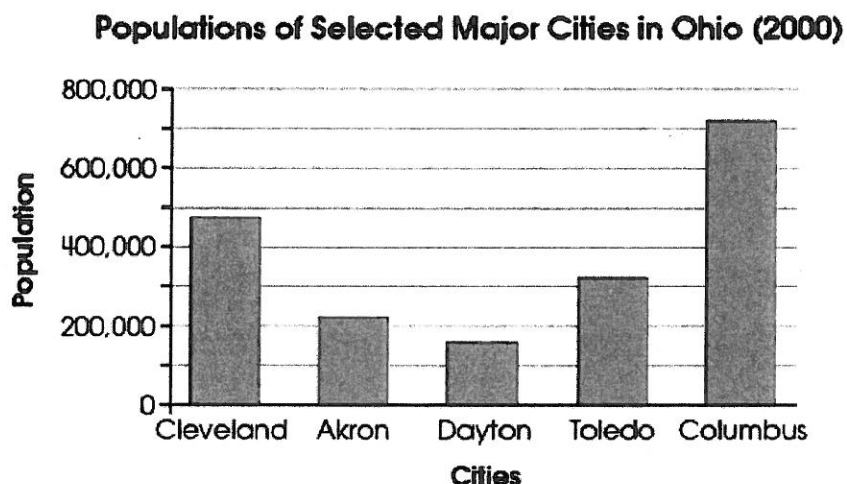
Rationale for Option B: Columbus had a much higher population than Cleveland.

Rationale for Option C: Cleveland actually had less than 500,000 residents.

Rationale for Option D: Key – The combined population of Dayton and Akron would have been approximately 400,000, about 75,000 more than the population of Toledo.

Sample Response: 1 point

A bar graph of data is shown.



Which conclusion can be drawn by looking at this bar graph?

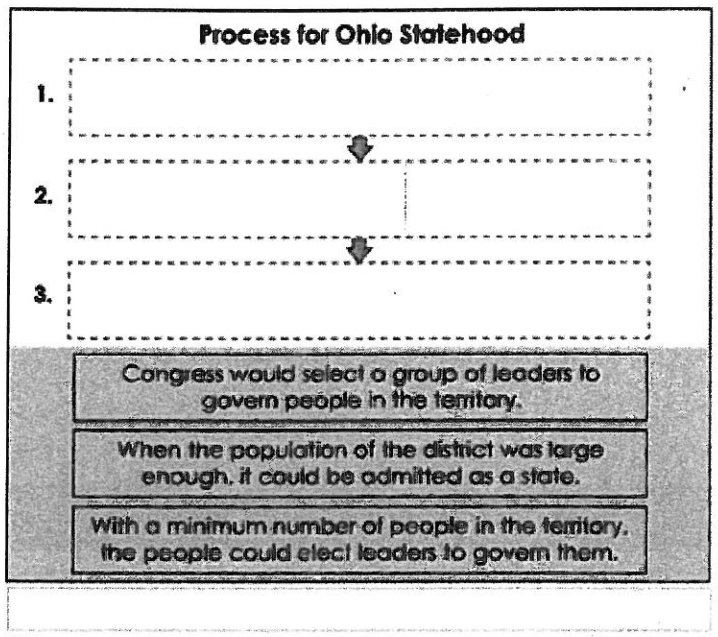
- (A) In 2000, Akron had a population of fewer than 200,000 residents.
- (B) In 2000, Columbus had a similar population to that of Cleveland.
- (C) In 2000, Cleveland had a population of more than 500,000 residents.
- In 2000, Toledo had a lower population than Akron and Dayton combined.

Question 14

The Northwest Ordinance established a three-step plan for admitting states, like Ohio, from the Northwest Territory to the United States.

Determine the correct order of the steps for admitting states from the Northwest Territory to the United States.

Move the steps into the blank boxes in the chart.



Points Possible: 1

Content Standard: History

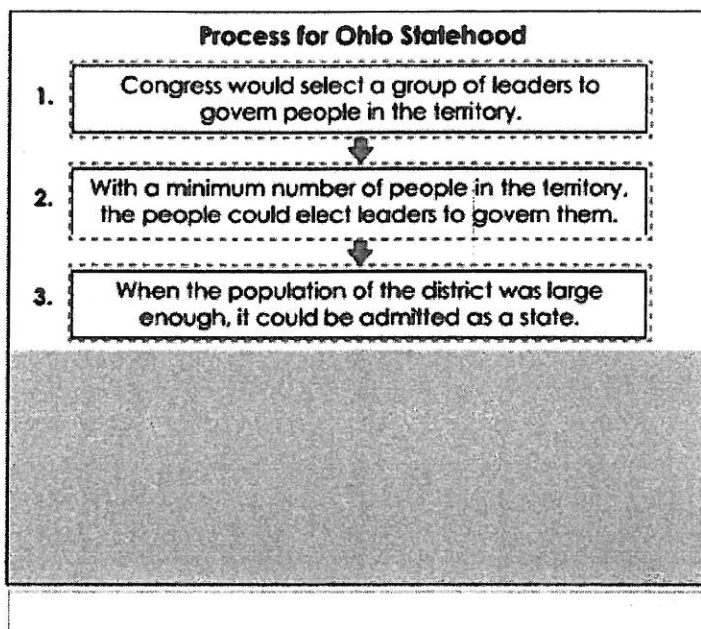
Content Statement: The Northwest Ordinance established a process for the creation of new states and specified democratic ideals to be incorporated in the states of the Northwest Territory. (B.5)

Sample Response: 1 point

The Northwest Ordinance established a three-step plan for admitting states, like Ohio, from the Northwest Territory to the United States.

Determine the correct order of the steps for admitting states from the Northwest Territory to the United States.

Move the steps into the blank boxes in the chart.



Notes on Scoring

This student response places all three steps in the correct order.

Question 15

Kalissa wants to save her money so that she can buy a new bike in two months. She earns \$5.00 a week babysitting her neighbor.

Select the boxes to show whether the list of actions would help Kalissa buy her bike in two months or would not help her.

	Help Kalissa Buy the Bike	Not Help Kalissa Buy the Bike
Buy presents for all her friends	<input type="checkbox"/>	<input type="checkbox"/>
Save all her money each week	<input type="checkbox"/>	<input type="checkbox"/>
Babysit more hours in the week	<input type="checkbox"/>	<input type="checkbox"/>
Spend all her money on new video games	<input type="checkbox"/>	<input type="checkbox"/>

Points Possible: 1

Content Standard: Economics

Content Statement: Saving a portion of income contributes to an individual's financial well-being. Individuals can reduce spending to save more of their income. (F.24)

Sample Response: 1 point

Kalissa wants to save her money so that she can buy a new bike in two months. She earns \$5.00 a week babysitting her neighbor.

Select the boxes to show whether the list of actions would help Kalissa buy her bike in two months or would not help her.

	Help Kalissa Buy the Bike	Not Help Kalissa Buy the Bike
Buy presents for all her friends	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Save all her money each week	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Babysit more hours in the week	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Spend all her money on new video games	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Notes on Scoring

This student response correctly select two actions that would help Kalissa buy the bike ("Save all her money each week," "Babysit more hours in the week") and the two actions that would not help Kalissa buy the bike ("Buy present for all her friends," "Spend all her money on new video games").

Question 16

Why are entrepreneurs important?

- ☐ Ⓐ They reach higher levels of education.
- ☐ Ⓑ They take risks to create new products.
- ☐ Ⓒ They spend more money on their employees.
- ☐ Ⓓ They make more profits than other businesses.

Points Possible: 1

Content Standard: Economics

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

Scoring Guidelines

Rationale for Option A: Although many entrepreneurs have high levels of educational attainment, this is not an exclusive attribute of entrepreneurship. Also, this does not necessarily affect the production of goods and services.

Rationale for Option B: **Key** – Entrepreneurs take risks to begin new businesses and often offer new products or improved products to capitalize on profits.

Rationale for Option C: Entrepreneurs do not necessarily spend more money on their employees.

Rationale for Option D: Although many entrepreneurs take risks to make large profits, they are not necessarily bringing in a greater profit than other businesses.

Sample Response: 1 point

Why are entrepreneurs important?

- ☐ Ⓐ They reach higher levels of education.
- ☒ Ⓑ They take risks to create new products.
- ☐ Ⓒ They spend more money on their employees.
- ☐ Ⓓ They make more profits than other businesses.


Question 17


Many Ohio innovations have benefited the United States.


Move the innovations to complete the chart.


- You do **not** need to use all the innovations.

Benefits of Ohio Innovations	
Safety	Entertainment

Cash register


Gas mask


Phonograph


Stoplight


Points Possible: 1

Content Standard: History





Content Statement: Many technological innovations that originated in Ohio benefitted the United States. (B.8)

Sample Response: 2 points

Many Ohio innovations have benefited the United States.

Move the innovations to complete the chart.

- You do **not** need to use all the innovations.

Benefits of Ohio Innovations	
Safety	Entertainment
<div>Gas mask </div>	<div>Phonograph </div>
<div>Stoplight </div>	
<div>Cash register </div>	

Notes on Scoring

This question is worth 2 points and students must move the correct 3 responses into the correct column to receive full credit. Partial credit is awarded for two correct answers.

Question 18

Different documents played important roles in the development of the United States' democratic form of government. Which document provided for the establishment of the executive branch of the United States government?

- ☐ Ⓐ Bill of Rights
- ☐ Ⓑ Northwest Ordinance
- ☐ Ⓒ United States Constitution
- ☐ Ⓓ Declaration of Independence

Points Possible: 1

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. (C.20)

Scoring Guidelines

Rationale for Option A: Bill of Rights established rights of individual citizens.

Rationale for Option B: Northwest Ordinance provided means by which new states would be created out of western lands and then admitted into the United States.

Rationale for Option C: **Key** – The Constitution did establish the branches of the United States government.

Rationale for Option D: Declaration of Independence did not establish any branch of government.

Sample Response: 1 point

Different documents played important roles in the development of the United States' democratic form of government. Which document provided for the establishment of the executive branch of the United States government?

- ☐ Ⓐ Bill of Rights
- ☐ Ⓑ Northwest Ordinance
- ☒ Ⓒ United States Constitution
- ☐ Ⓓ Declaration of Independence

Question 19

How did the Battle of Fallen Timbers change the Ohio region?

- Ⓐ It resulted in U.S. government control of the region.
- Ⓑ It caused French fur-trappers to settle in the region.
- Ⓒ It led to increased British military activity in the region.
- Ⓓ It increased the power of American Indian tribes in the region.

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. (B.6)

Scoring Guidelines

Rationale for Option A: **Key** – The victory by the United States at the Battle of Fallen Timbers resulted in the U.S. gaining control over territory in Ohio from the American Indians.

Rationale for Option B: French fur-trappers had previously been in the region but there were no permanent French settlements; the conflict was between U.S. citizens, the British and American Indians.

Rationale for Option C: The British were not engaging in military action in the territory in Ohio at this time.

Rationale for Option D: The Battle of Fallen Timbers resulted in the American Indians who were living in the territory losing claim to their land due to their loss in the battle.

Sample Response: 1 point

How did the Battle of Fallen Timbers change the Ohio region?

- ☒ A It resulted in U.S. government control of the region.
- ☐ B It caused French fur-trappers to settle in the region.
- ☐ C It led to increased British military activity in the region.
- ☐ D It increased the power of American Indian tribes in the region.

Question 20

Two passages are shown.

Decide whether each passage is a primary or a secondary source.

Click on the box you want to select under each passage.

Passage 1		Passage 2	
<p>The United States had won the space race by being the first country to put a man on the moon. Yet twenty-five years later, it was a different story. By 1994, more than twenty years had passed since the last mission to the moon. Many Americans felt disappointed. They thought a great opportunity for the United States to explore outer space had been lost.</p> <p>—U.S. history textbook</p>		<p>"We choose to go to the moon. We choose to go to the moon in this decade . . . because that goal will serve to organize and measure the best of our energies and skills, because that challenge is one that we are willing to accept, one we are unwilling to postpone, and one which we intend to win. . . ."</p> <p>—President John F. Kennedy, Speech at Rice University, September 12, 1962</p>	
Primary Source	Secondary Source	Primary Source	Secondary Source

Points Possible: 1

Content Standard: History

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

Sample Response: 1 point

Two passages are shown.

Decide whether each passage is a primary or a secondary source.

Click on the box you want to select under each passage.

Passage 1	Passage 2
<p>The United States had won the space race by being the first country to put a man on the moon. Yet twenty-five years later, it was a different story. By 1994, more than twenty years had passed since the last mission to the moon. Many Americans felt disappointed. They thought a great opportunity for the United States to explore outer space had been lost.</p> <p>—U.S. history textbook</p>	<p>"We choose to go to the moon. We choose to go to the moon in this decade . . . because that goal will serve to organize and measure the best of our energies and skills, because that challenge is one that we are willing to accept, one we are unwilling to postpone, and one which we intend to win. . . ."</p> <p>—President John F. Kennedy, Speech at Rice University, September 12, 1962</p>
<div>Primary Source</div> <div>Secondary Source</div>	<div>Primary Source</div> <div>Secondary Source</div>

Notes on Scoring

Students need a basic understanding of primary sources before they can create a historical narrative, which this question assesses. This is a 1-point item and students must answer both columns correctly to receive the point.