

Question 1

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 2

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

- Ⓐ coal
- Ⓑ electricity
- Ⓒ rivers
- Ⓓ 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 3

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

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 4

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
- ☐ farming
- ☐ independent political elections
- ☐ settlement by American Indians

Question 5

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 6

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>	land to build the store	<div></div>
<div></div>	gas to run the ovens	<div></div>

workers to sell bread	bakers to make bread
ovens to bake bread	trucks to deliver bread

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 7

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

- ☐ (A) to interpret the law
- ☐ (B) to enforce the law
- ☐ (C) to set tax rates
- ☐ (D) 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 8

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

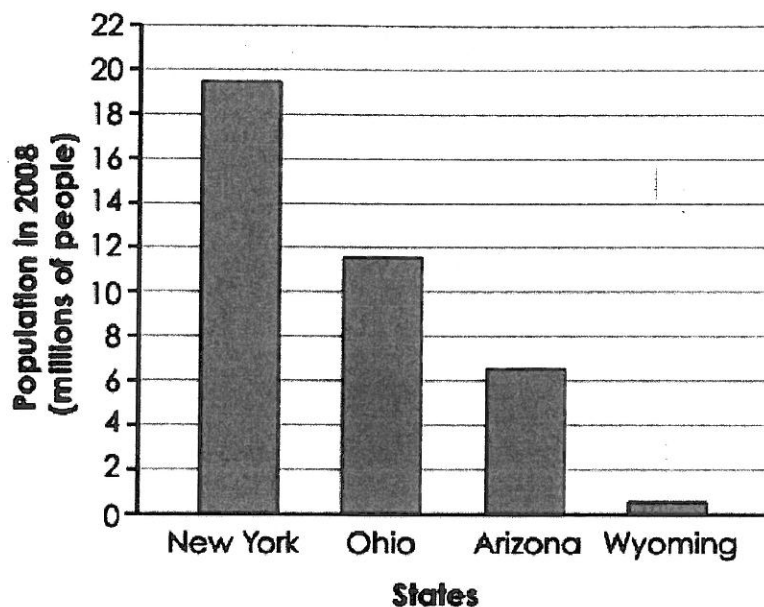
What was a lasting result of the Battle of Fallen Timbers?

- ☒ Ⓐ 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 9

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

<u>Score Point</u>	<u>Description</u>
1 point	<p>Response includes one of the following:</p> <ul style="list-style-type: none">• Number of people per state• Population of states• Population per state
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 10

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 11

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 12

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 13

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

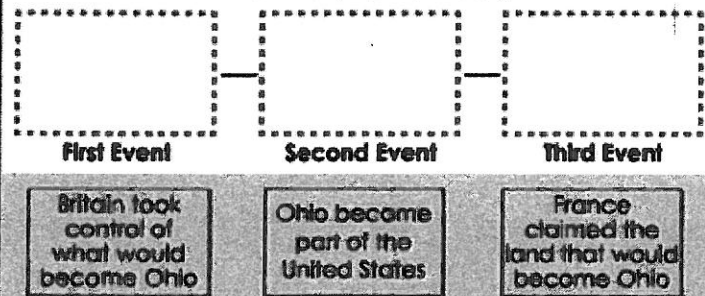
Read the paragraph and put the events described in the correct order on the time line.

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



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 14

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.

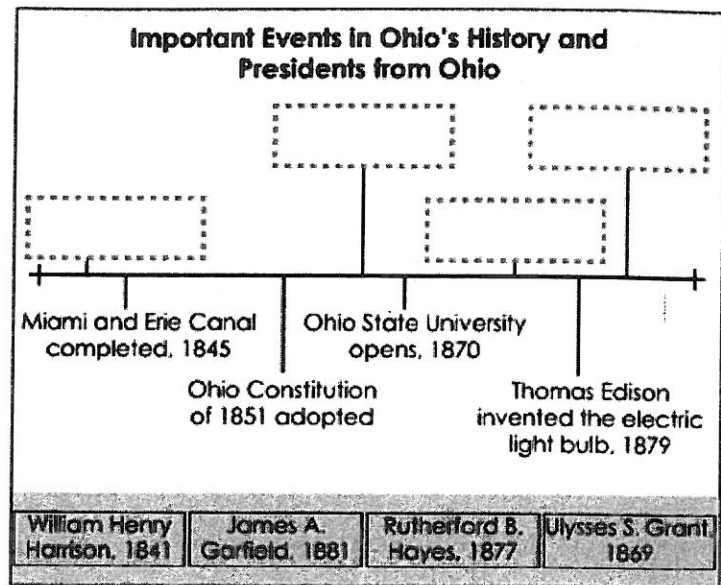
In order to receive full credit (2 points), students must correctly place:

- "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 1

Eight presidents have called Ohio their home.

Move the presidents from Ohio in the correct order of the year they took office.



Points Possible: 2

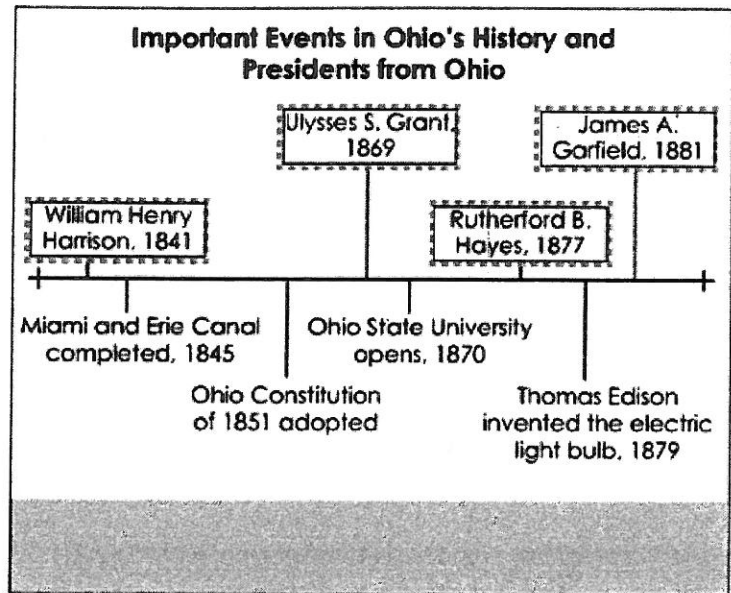
Content Standard: History

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

Sample Response: 2 points

Eight presidents have called Ohio their home.

Move the presidents from Ohio in the correct order of the year they took office.



Notes on Scoring

This student response correctly places all four presidents in chronological order on the timeline.

Question 2

The following question has two parts. First, answer part A. Then, answer part B.

Part A

As different settlers moved into the Ohio Country, there were times of conflict and cooperation between the settlers and American Indians.

What was **one** cause of conflict between American Indians and European settlers in the Ohio Country?

- (A) European settlers did not share farming practices with American Indians.
- (B) European settlers forced American Indians to move in search of new lands.
- (C) American Indians supported the Spanish settlers in conflicts against French fur traders over land rights.
- (D) American Indians did not show European settlers how to use gunpowder to help them hunt in the countryside.

Part B

Why did your selection in Part A cause conflict between American Indians and European settlers?

- (A) European settlers took away land that was used by American Indians.
- (B) American Indians were angry that they could not farm as well as the European settlers.
- (C) American Indians wanted to make sure the settlers would not hunt all the animals in Ohio.
- (D) Spanish settlers helped American Indians to keep the land that was taken by French colonists.

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. (B.3)

Sample Response: 2 points

The following question has two parts. First, answer part A. Then, answer part B.

Part A

As different settlers moved into the Ohio Country, there were times of conflict and cooperation between the settlers and American Indians.

What was **one** cause of conflict between American Indians and European settlers in the Ohio Country?

- ☐ Ⓐ European settlers did not share farming practices with American Indians.
- ☒ Ⓑ European settlers forced American Indians to move in search of new lands.
- ☐ Ⓒ American Indians supported the Spanish settlers in conflicts against French fur traders over land rights.
- ☐ Ⓓ American Indians did not show European settlers how to use gunpowder to help them hunt in the countryside.

Part B

Why did your selection in Part A cause conflict between American Indians and European settlers?

- ☒ Ⓑ European settlers took away land that was used by American Indians.
- ☐ Ⓐ American Indians were angry that they could not farm as well as the European settlers.
- ☐ Ⓒ American Indians wanted to make sure the settlers would not hunt all the animals in Ohio.
- ☐ Ⓓ Spanish settlers helped American Indians to keep the land that was taken by French colonists.

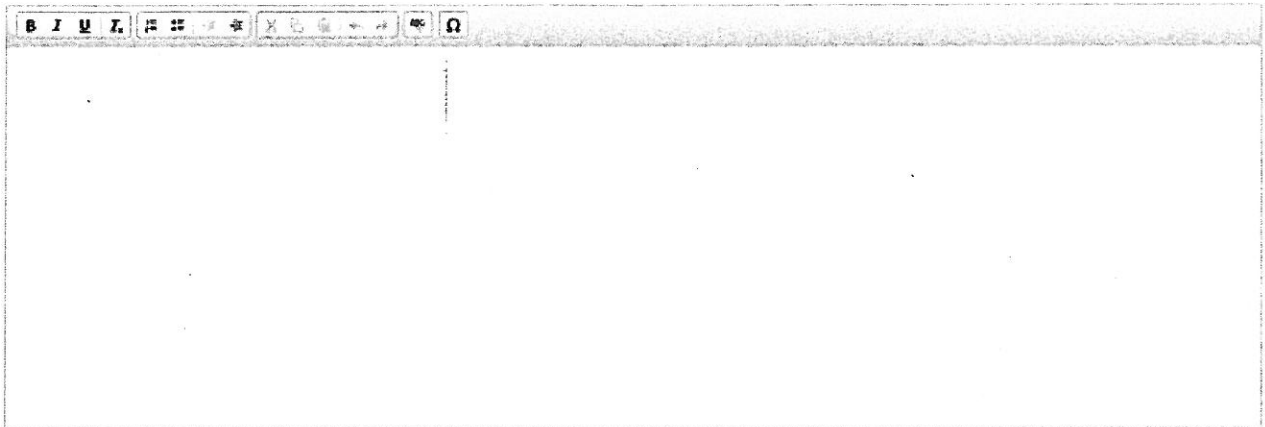
Question 3

More than 42,000 miles of highway have been built throughout the United States. This construction has had a great impact on the nation and the environment.

Describe one positive consequence of interstate highway growth.

Then, describe one negative consequence of interstate highway growth.

Type your answer in the space provided.



Points Possible: 2

Content Standard: 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. (C.12)

Scoring Guidelines

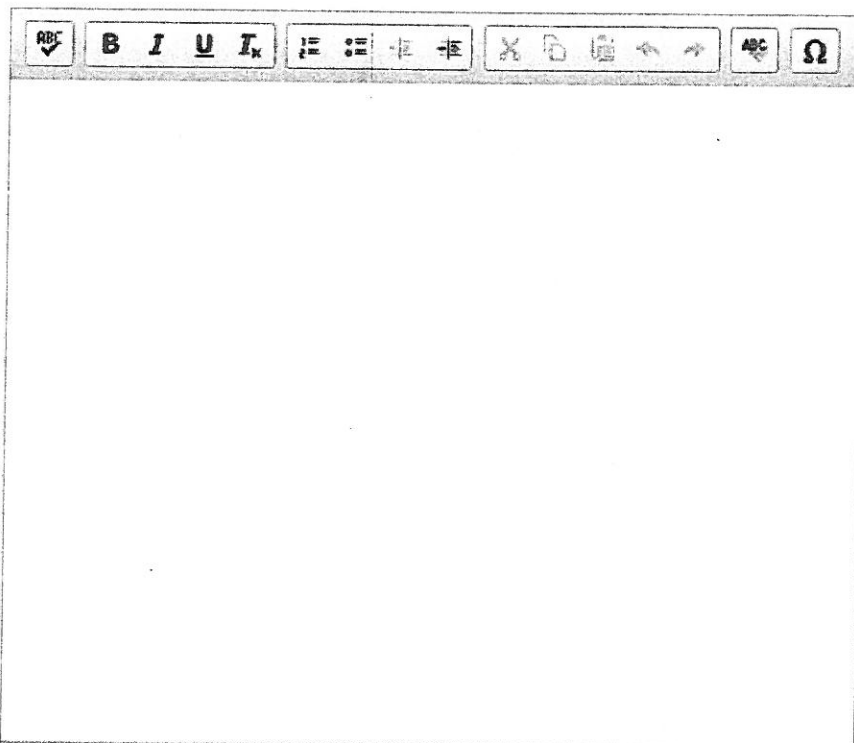
<u>Score Point</u>	<u>Description</u>
2 points	<p>The response describes one positive consequence of interstate highway growth AND describes one negative consequence of interstate highway growth.</p> <p>NOTE: If students provide more than one response and do not label which consequence is positive and which consequence is negative, use the order of the responses given.</p>
1 point	<p>The response describes one positive consequence of interstate highway growth;</p> <p>OR</p> <p>The response describes one negative consequence of interstate highway growth.</p>
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 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."</p>

Question 4

Identify **two** branches of the U.S. government.

Then, explain **one** responsibility of each branch.

Type your answer in the space provided.



Points Possible: 4

Content Standard: Government

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

Scoring Guidelines

<u>Score Point</u>	<u>Description</u>
4 points	Response correctly identifies two branches of the U.S. government and explains a responsibility of each.
3 points	Response correctly identifies two branches of the U.S. government. However, it correctly explains only one responsibility. The second explanation may be incorrect, vague or missing.
2 points	<p>The response correctly identifies only one branch of the U.S. government and explains only one responsibility. The second branch and explanation may be incorrect, vague or missing.</p> <p>OR</p> <p>The response correctly identifies two branches of the U.S. government but the explanations may be incorrect, vague or missing.</p>
1 point	Response correctly identifies only one branch of the U.S. government. The explanation may be incorrect, vague or missing.
0 points	<p>The response does not meet the criteria required to earn 1 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."</p>

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	Protesting
Paying taxes	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.

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

- 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.

<u>Score Point</u>	<u>Description</u>
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."

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** **L**

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.

<u>Score Point</u>	<u>Description</u>
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