

**8th Grade
Social Studies
Practice Test**

*Answer Key
for 8th Grade
Social Studies Practice Test*

8th grade Social Studies Practice Test Answer Key

Question #	Type	Content Standard	Content Standard Benchmark	Key
1	Multiple Choice	Geography	C	D
2	Multiple Choice	Geography	D	D
3	Multiple Choice	Economic, Government, Citizenship Rights and Responsibilities	A	D
4	Multiple Choice	Economic, Government, Citizenship Rights and Responsibilities	A	C
5	Multiple Choice	Economic, Government, Citizenship Rights and Responsibilities	A	A
6	Multiple Choice	Economic, Government, Citizenship Rights and Responsibilities	A	A
7	Short Answer	Economic, Government, Citizenship Rights and Responsibilities	A	

Scoring Guidelines

Points	Student Response
2 point	<p>The student correctly identifies one method Jan could use to keep this bill from becoming a state law in a representative democracy and describes how the method accomplishes its goal.</p> <p>Exemplar Response: Contact her state representative – Jan can call, write, meet with, or e-mail her state representative to inform him or her of her views about raising the speed limit and influence him or her to vote against the bill.</p> <p>Other Correct Response(s):</p> <ul style="list-style-type: none"> • Make public speeches – Jan could make public speeches about the dangers of raising the speed limit in order to persuade other citizens to oppose the bill. • Write a letter to the editors of several newspapers – Jan could write a letter to the editor of one or more newspapers explaining her point of view in hopes of influencing her state representatives (either directly or indirectly through other citizens) to oppose the bill. • Organize a protest – Jan could organize a protest demonstration or rally against the bill in order to make state government officials aware of current public opposition to the bill and to increase public awareness of her cause. • Circulate a petition – Jan could circulate a petition against the bill and present it to her representative to demonstrate public opinion against the bill. <p>Publish and distribute fliers – Jan could gather information to publish and distribute fliers to inform others about the dangers of the bill.</p>
1 point	<p>The student correctly identifies one method Jan could use to keep this bill from becoming a state law in a representative democracy, but does not describe how the method accomplishes its goal. The description may be incorrect, vague or missing.</p> <p>Sample answer:: Contact her state representative</p>
0 point	<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> <p>Sample answer: Raising the speed limit is a good idea. I think drivers are responsible enough to be safe at higher speeds.</p>

8th Grade Social Studies Practice Test Key

Question #	Type	Content Standard	Content Standard Benchmark	Key
8	Multiple Choice	Economic, Government, Citizenship Rights and Responsibilities	B	A
9	Multiple Choice	Economic, Government, Citizenship Rights and Responsibilities	B	D
10	Multiple Choice	Economic, Government, Citizenship Rights and Responsibilities	B	B
11	Multiple Choice	Economic, Government, Citizenship Rights and Responsibilities	B	A
12	Multiple Choice	Economic, Government, Citizenship Rights and Responsibilities	C	B
13	Multiple Choice	Economic, Government, Citizenship Rights and Responsibilities	C	D
14	Multiple Choice	Economic, Government, Citizenship Rights and Responsibilities	C	D
15	Multiple Choice	History	B	B
16	Multiple Choice	History	C	B
17	Multiple Choice	History	D	B
18	Short Answer	History	D	

Scoring Guidelines

Points	Student Response
2 point	<p>The student accurately identifies one reason for the dramatic decline in the Indian population of Mexico between 1519 and 1605 and describes why the decline was so extreme.</p> <p>Exemplar Response: The population of Central Mexico declined because Spanish explorers introduced diseases from Europe and Africa that were new to the American Indians. The Indians had no immunity to the diseases, so they died in large numbers.</p> <p>Other Correct Response(s):</p> <ul style="list-style-type: none"> The Spanish explorers had superior military technology (muskets, cannons, metal helmets, armor, horses) which allowed them to easily conquer the American Indian tribes. There was increased division and discontent among the American Indian tribes. The Spanish won allies by playing the tribes against each other which made wars between them more common and destructive. It also made it easier for the Spanish to conquer them in battle.
1 point	The student identifies one reason for the decline of the American Indian population during that period but does not describe why this decline in population was so extreme.
0 point	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."

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20	Multiple Choice	History	E	D														
21	Extended Response	History	F															
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This may have been a result of the need to organize the proper distribution of irrigation water and maintenance of the irrigation systems. • Food surplus – Both civilizations developed advanced farming techniques, which allowed them to grow large amounts of food. • Cities – As the Mesopotamians and the Chinese developed better farming techniques, they grew surplus food and were able to support cities with large populations. • Religion—Mesopotamian cultures developed a belief in many gods (polytheism), while Chinese culture developed the ethical and philosophical systems of Confucianism and Taoism, which overlaid a popular grassroots belief in multiple gods. </td> </tr> <tr> <td>3 point</td> <td>The response correctly identifies two political, cultural or economic characteristics common to ancient Chinese and ancient Mesopotamian civilizations and accurately describes one. 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