

**Greene ESC
2008 5th Grade
Social Studies**

Item Analysis

Greene County ESC 2008 5th Grade Social Studies

Q#	Question	% Correct			Std	Bmk	Indicator
		Ans	State				
2	<p>Dear Editor, Keep our taxes down! Signed, Concerned Taxpayer</p> <p>The writer of this letter to the editor would approve of which newspaper headline?</p> <p>A. New Schools Needed in Our Town B. Public Library Repair Immediately C. Highways Need Repair Immediately D. Committee Asks for Smaller City Budget</p>	D	89%	<p>4% of total students who took this test chose "A" as their answer 2% of total students who took this test chose "B" as their answer 5% of total students who took this test chose "C" as their answer 89% of total students who took this test chose "D" as their answer</p>	SM	B	Grade 3 – Indicator 2 - Compare points of agreement and disagreement among sources.

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Greene County ESC 2008 5th Grade Social Studies


Q#	Vocabulary	Format	Universal Qualifiers	State Thinking Process	Implied Thinking Process	Student Expectation	Lesson Plan Website
2	taxes, concerned taxpayer, newspaper headline, committee, budget				Use a variety of sources to organize information and draw inferences.	Students need to be able to infer meaning (arrive at a conclusion) from different sources and compare those sources with others to figure out where they agree and disagree	http://ohio3-8.success-ode-state-oh-us.info/

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			State				
3	<p>A map of the northeast region of the United States is shown.</p>  <p>According to the map, in which direction would a person go to travel from Montpelier to Harrisburg?</p>	A	83%	<p>83% of total students who took this test chose "A" as their answer</p> <p>5% of total students who took this test chose "B" as their answer</p> <p>9% of total students who took this test chose "C" as their answer</p> <p>3% of total students who took this test chose "D" as their answer</p>	GE	A	Grade 3 – Indicator 2 - Compare points of agreement and disagreement among sources.

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3	direction, southwest, southeast, northwest, northeast	Map of Northeast United States	from		Use map elements or coordinates to locate physical and human features of North America.	Students need to know how to use map elements to describe the direction one place is in relation to another place.	http://ohio3-8.success-ode-state-oh-us.info/ http://www.ossrc.org/resource_detail.php?rec=3675

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4	<p>For which activity is the legislative branch of the United States government mainly responsible?</p> <p>A. interpreting the Constitution</p> <p>B. punishing criminals</p> <p>C. carrying out laws</p> <p>D. making new laws</p>	D	64	<p>5% of total students who took this test chose "A" as their answer</p> <p>3% of total students who took this test chose "B" as their answer</p> <p>29% of total students who took this test chose "C" as their answer</p> <p>64% of total students who took this test chose "D" as their answer</p>	GO	A	<p>Grade 5 – Indicator – 1 - Explain major responsibilities of each of the three branches of the U.S. government: The legislative branch, headed by Congress, passes laws; The executive branch, headed by the President, carries out and enforces the laws made by Congress; The judicial branch, headed by the Supreme Court, interprets and applies the law</p>
	Questions 5-7 have not been slated for public release in 2008						

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4	legislative branch, responsible, interpreting, Constitution		mainly		Identify the responsibilities of the branches of the U.S. government and explain why they are necessary.	Students need to know the responsibilities of the three branches of the U.S. government. Read the duties outlined (discussed) in the Constitution for each of the branches of government with your child. Talk about what would happen if there were no distinct (different) branches of the government. Ask your child to make a chart of the responsibilities of the three branches of government (what each branch does).	http://ohio3-8.success-ode-state-oh-us.info/ http://www.voteutah.org/learning/government/three_branches.html

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8	<p>Grass Roots, a biology club, has just won a \$100 prize. One member wants to save the money for field trips next year. Another member suggests having a party so that the whole school will learn about the club's activities. A third member thinks the group should buy a big tree for the playground.</p> <p>After much arguing, Grass Roots decides to put \$40 in the bank and spend the rest. The club will have a party while planting a big tree at the playground.</p> <p>Which good citizenship trait did the members of Grass Roots use to arrive at the decision?</p> <p>A. civility B. leadership C. compromise D. volunteerism</p>	C	58%	<p>13% of total students who took this test chose "A" as their answer</p> <p>18% of total students who took this test chose "B" as their answer</p> <p>58% of total students who took this test chose "C" as their answer</p> <p>11% of total students who took this test chose "D" as their answer</p>	CR	A	Grade 3 – Indicator – 2 - Demonstrate effective citizenship traits including: Civility; Respect for the rights and dignity of each person; Volunteerism; Compromise; Compassion; Persistence in achieving goals; Civic-mindedness.
	Item 9 has not been slated for public release in 2008						

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Q#	Vocabulary	Format	Universal Qualifiers	State Thinking Process	Implied Thinking Process	Student Expectation	Lesson Plan Website
8	citizenship, trait, civility, leadership, compromise, volunteerism				Explain how citizens take part in civic life in order to promote the common good	Students need to understand the traits that citizens use to promote the good of the community. With your child, make a list like the one below that shows many of the traits citizens should have. Talk about why each trait is important in order to be a good citizen. Ask your child what he or she thinks would happen if citizens did not have the traits in the chart.	http://ohio3-8.success-ode-state-oh-us.info/ http://www.ed.gov/parents/academic/help/citizen/index.html
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10	<p>Why did replacing canals with railroads encourage growth in the United States during the late 1800s?</p> <p>A. Fewer people were afraid to travel by rail than by boat.</p> <p>B. Railroads' speed helped transport goods and people quickly.</p> <p>C. Canals did not function during the winter and were of limited use.</p> <p>D. Railroad companies offered settlers free transportation to the West.</p>	B	71%	<p>4% of total students who took this test chose "A" as their answer</p> <p>71% of total students who took this test chose "B" as their answer</p> <p>17% of total students who took this test chose "C" as their answer</p> <p>8% of total students who took this test chose "D" as their answer</p>	HI	C	Grade 4 – Indicator 5 - Explain how canals and railroads changed settlement patterns in Ohio and Ohio's economic and political status in the United States.
	Question 11 has not been slated for public release in 2008						

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Q#	Vocabulary	Format	Universal Qualifiers	State Thinking Process	Implied Thinking Process	Student Expectation	Lesson Plan Website
10			encourage		Explain how new developments led to the growth of the United States.	Students need to understand how technological developments encouraged the growth of the United States.	http://ohio3-8.success-ode-state-oh-us.info/ http://omp.ohiolink.edu/OMP/NewDetails?oid=923948

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12	<p>A company makes a popular fruit juice. It also makes cough drops. A main ingredient in both products is oranges.</p> <p>Because of a drought, the company has enough oranges to produce only fruit juice or cough drops. The company chooses to make fruit juice.</p> <p>What is the opportunity cost of the company's decision to make fruit juice?</p> <p>A. The demand for fruit juice will increase.</p> <p>B. The company will earn less money selling fruit juice.</p> <p>C. The farmers will decrease the amount of oranges that they grow.</p> <p>D. The company will be unable to earn money by selling cough drops.</p>	D	59%	<p>23% of total students who took this test chose "A" as their answer</p> <p>9% of total students who took this test chose "B" as their answer</p> <p>8% of total students who took this test chose "C" as their answer</p> <p>59% of total students who took this test chose "D" as their answer</p>	E	A	Grade 5 – Indicator 2 – Define opportunity cost and give an example of the opportunity cost of a personal decision.

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Q#	Vocabulary	Format	Universal Qualifiers	State Thinking Process	Implied Thinking Process	Student Expectation	Lesson Plan Website
12	opportunity, cost, demand		main, both, less, decrease, unable		Explain the opportunity costs involved in the allocation of scarce productive resources.	Students need to understand the concept of opportunity cost. Ask your child which of two things he or she would like to have. Ask your child why he or she made that choice, then ask your child what would be given up in order to get the thing that he or she wants. Explain that opportunity cost is what a person gives up in order to get something else	http://ohio3-8.success-ode-state-oh-us.info/ https://ims.ode.state.oh.us/ODE/IMS/Lessons/Web_Content/CSS_LP_S04_BA_L03_I01_01.pdf

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Q#	Question	% Correct			Std	Bmk	Indicator
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13	<p>What practice was typical of Ohio's Hopewell Indians?</p> <p>A. worshipping the sun and the moon</p> <p>B. teaching white settlers how to grow corn</p> <p>C. building earthen mounds for religious uses</p> <p>D. growing crops in the same place every year</p>	C	48%	<p>19% of total students who took this test chose "A" as their answer</p> <p>21% of total students who took this test chose "B" as their answer</p> <p>48% of total students who took this test chose "C" as their answer</p> <p>12% of total students who took this test chose "D" as their answer</p>	PS	A	<p>Grade 4 – Indicator 1 - Describe the cultural practices and products of various groups who have settled in Ohio over time: The Paleo Indians, Archaic Indians, Woodland Indians (Adena and Hopewell) and Late Prehistoric Indians (Fort Ancient); Historic Indians of Ohio (Ottawa, Wyandot, Mingo, Miami, Shawnee and Delaware); European immigrants; Amish and Appalachian populations; African-Americans; Recent immigrants from Africa, Asia and Latin America.</p>

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13	practice		typical		Compare practices and products of North American cultural groups.	Students need to compare the practices and products of the people who lived in the state of Ohio.	http://ohio3-8.success-ode-state-oh-us.info/ http://www.ossrc.org/resource/detail.php?rec=3613

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	Questions 14 and 15 have not been slated for public release in 2008.						
16	In your Answer Document , list two ways the United States Constitution limits the president's power. (2 points)		11.86 %	11.86% of total students who took this test got this question right 32.96% of total students who took this test scored 1 point for their response 53.37% of total students who took this test scored 0 points for their response	GO	B	Grade 5 – Indicator – 3 - Explain the significance of the Declaration of Independence and the U.S. Constitution.

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Q#	Vocabulary	Format	Universal Qualifiers	State Thinking Process	Implied Thinking Process	Student Expectation	Lesson Plan Website
16	United States Constitution		two, limits	list two ways the United States Constitution limits the president's power	Give examples of documents that specify the structure of state and national governments in the United States and explain how these documents foster self-government in a democracy.	Students need to know how the Constitution describes the structure of the United States government.	http://ohio3-8.success-ode-state-oh-us.info/ https://ims.ode.state.oh.us/OD/E/IMS/Lessons/Web_Content/CSS_LP_S05_BB_L05_I03_01.pdf

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17	<p>An unfinished time line is shown.</p> <p style="text-align: center;">Significant Dates of the 1800s</p> <div style="text-align: center;"> </div> <p>Which year would correctly complete the time line with President Harrison's election?</p> <p>A. 1835 B. 1840 C. 1845 D. 1850</p>	B	93%	<p>3% of total students who took this test chose "A" as their answer</p> <p>93% of total students who took this test chose "B" as their answer</p> <p>2% of total students who took this test chose "C" as their answer</p> <p>2% of total students who took this test chose "D" as their answer</p>	HI	A	Grade 4 – Indicator 1 - Construct time lines with evenly spaced intervals for years, decades and centuries to show the order of significant events in Ohio history.

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17	election	timeline	unfinished, correctly, complete		Construct time lines to demonstrate an understanding of units of time and chronological order.	Students need to know how to create time lines that measure time in different intervals (sections of time).	http://ohio3-8.success-ode-state-oh-us.info/ http://www.shgresources.com/oh/timeline/

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	Questions 18-20 have not been slated for public release in 2008.						
21	<p>In your Answer Document, identify two ways modern highway systems have affected the physical environment.</p> <p>Give a detailed explanation about how each way has affected the physical environment. (4 points)</p>		16.35 %	<p>16.35% of total students who took this test got this question right</p> <p>11.93% of total students who took this test scored 3 points for their response</p> <p>28.49% of total students who took this test scored 2 points for their response</p> <p>17.40% of total students who took this test scored 1 point for their response</p> <p>23.50% of total students who took this test scored 0 points for their response</p>	GE	C	<p>Grade 4 – Indicator 9 - Identify ways that people have affected the physical environment of Ohio including: Use of wetlands; Use of forests; Building farms, towns and transportation systems; Using fertilizers, herbicides and pesticides; Building dams.</p>

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21			two, detailed, each	identify two ways modern highway systems have affected the physical environment. Give a detailed explanation about how each way has affected the physical environment.	Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences.	Students need to understand the ways that people have affected the environment.	http://ohio3-8.success-ode-state-oh-us.info/ http://www.ossrc.org/resource_detail.php?rec=3682

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Q#	Question	% Correct			Std	Bmk	Indicator
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22	<p>What does an increase in the supply of an item usually mean for consumers?</p> <p>A. The item will be bought by fewer customers.</p> <p>B. The item will be removed from the market.</p> <p>C. The item will be difficult to buy.</p> <p>D. The item will be lower in price.</p>	D	64%	<p>13% of total students who took this test chose "A" as their answer</p> <p>5% of total students who took this test chose "B" as their answer</p> <p>18% of total students who took this test chose "C" as their answer</p> <p>64% of total students who took this test chose "D" as their answer</p>	E	C	Grade 5 – Indicator 5 - Explain the general relationship between supply, demand and price in a competitive market.
	Items 23-28 are field test items, which are not released.						

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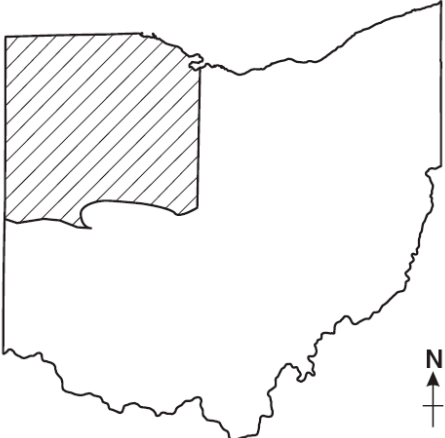
Q#	Vocabulary	Format	Universal Qualifiers	State Thinking Process	Implied Thinking Process	Student Expectation	Lesson Plan Website
22	supply, consumers, market		increase, usually		Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade.	Students need to know how competition affects both producers and consumers.	http://ohio3-8.success-ode-state-oh-us.info/ http://www.ossrc.org/resource_detail.php?rec=3755

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29	<p>A map of Ohio is shown.</p>  <p>Why was the shaded section of the map of Ohio the last to be settled by people from the United States?</p> <p>A. French forts were located there. B. Spanish missions were located there. C. Many Canadian villages were located there. D. American Indian settlements were located there.</p>	D	67%	14% of total students who took this test chose "A" as their answer 8% of total students who took this test chose "B" as their answer 10% of total students who took this test chose "C" as their answer 67% of total students who took this test chose "D" as their answer	PS	B	Grade 4 – Indicator 2 - Describe the impact of the expansion of European settlements on American Indians in Ohio.	

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29	shaded, forts, missions, settlements	graphic of Ohio	last		Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.	Students need to know the effects of different cultural groups interacting with each other in North America, and more specifically, how European settlement in North America affected American Indians.	http://ohio3-8.success-ode-state-oh-us.info/ http://www.pbs4549.org/onestate/lp4cult1.htm

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		Ans	State												
30	<p>During the late 1800s, there was great growth in railroad service in the United States.</p> <p>What did Granville T. Woods invent that led to increased use of railroads in the United States?</p> <p>A. a telegraph for communication between moving trains B. a railroad chronometer to keep trains on schedule C. a sleeper car for passengers to travel comfortably D. a railroad crossing gate to reduce accidents</p>	A	36%	36% of total students who took this test chose "A" as their answer 18% of total students who took this test chose "B" as their answer 15% of total students who took this test chose "C" as their answer 30% of total students who took this test chose "D" as their answer	HI	C	Grade 4 – Indicator 6 - Explain the importance of inventors such as the Wright Brothers, Charles Kettering, Garrett Morgan, Granville Woods and Thomas Edison.								
31	<p>From 1840 to 1850, railroad builders laid thousands of miles of railroad track in the United States. The table shows the increase in railroad track in those years.</p> <p style="text-align: center;">Miles of Railroad Track in the U.S.: 1840 to 1850</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Year</th> <th style="text-align: center;">Miles of Railroad Track</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1840</td> <td style="text-align: center;">3,100</td> </tr> <tr> <td style="text-align: center;">1845</td> <td style="text-align: center;">4,950</td> </tr> <tr> <td style="text-align: center;">1850</td> <td style="text-align: center;">8,500</td> </tr> </tbody> </table> <p>In your Answer Document, draw a bar graph that shows the increase in miles of railroad track in the United States from 1840 to 1850.</p> <p>Be sure to label your graph correctly, including the x-axis, the y-axis and a title. (2 points)</p>	Year	Miles of Railroad Track	1840	3,100	1845	4,950	1850	8,500		23.64%	23.64% of total students who took this test got this question right 49.25% of total students who took this test scored 1 point for their response 25.88% of total students who took this test scored 0 points for their response	SM	C	Grade 5 – Indicator 8 - Communicate research findings using line graphs and tables.
Year	Miles of Railroad Track														
1840	3,100														
1845	4,950														
1850	8,500														

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30	Granville T. Woods, telegraph, chronometer, sleeper car, railroad crossing gate		led to increased use, reduce		Explain how new developments led to the growth of the United States.	Students need to know the contributions of Ohio inventors to the growth of the United States.	http://ohio3-8.success-ode-state-oh-us.info/ https://ims.ode.state.oh.us/ODE/IMS/Lessons/Web_Content/CSS_LP_S01_BC_L04_I06_01.pdf
31	x-axis, y-axis, title	figure of 2 column table	increase		Communicate social studies information using graphs or tables.	Students need to be able to look at data and draw a bar graph that accurately shows that data.	http://ohio3-8.success-ode-state-oh-us.info/

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32	<p>Where would you look to find information about who won the Battle of Fallen Timbers?</p> <p>A. the editorial section of a newspaper</p> <p>B. the table of contents of an atlas</p> <p>C. the guide words in a dictionary</p> <p>D. the index of an encyclopedia</p>	D	61%	<p>17% of total students who took this test chose "A" as their answer</p> <p>16% of total students who took this test chose "B" as their answer</p> <p>5% of total students who took this test chose "C" as their answer</p> <p>61% of total students who took this test chose "D" as their answer</p>	SM	A	Grade 4 – Indicator 2 -- Use a glossary and index to locate information.
Test items 33-38 have not been slated for public release in 2008.							

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Greene County ESC 2008 5th Grade Social Studies


Q#	Vocabulary	Format	Universal Qualifiers	State Thinking Process	Implied Thinking Process	Student Expectation	Lesson Plan Website
32	Battle of Fallen Timbers, editorial, table of contents, atlas, guide words, dictionary, index, encyclopedia				Obtain information from a variety of primary and secondary sources using the component parts of the source.	Students need to use parts of sources to gain information for a topic. With your child, come up with a list of school projects in different subject areas such as geography, history and current events.	http://ohio3-8.success-ode-state-oh-us.info/

29
Std = Standard
Bmk. = Benchmark

HI - History
GE = Geography
PS = People in Societies
CR = Citizenship Rights and Responsibility

GO = Government
SM = Skills & Methods
E = Economics

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Q#	Question	Ans	% Correct		Std	Bmk	Indicator
			State				
39	<p>A map is shown.</p>  <p>Which map feature can be found in North America?</p> <p>A. Prime Meridian B. Arctic Circle C. North Pole D. Equator</p>	B	50%	<p>19% of total students who took this test chose "A" as their answer</p> <p>50% of total students who took this test chose "B" as their answer</p> <p>17% of total students who took this test chose "C" as their answer</p> <p>14% of total students who took this test chose "D" as their answer</p>	GE	A	Grade 5 – Indicator 1 - Use coordinates of latitude and longitude to determine the absolute location of points in North America.

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39	feature, Prime Meridian, Arctic Circle, North Pole, Equator	Map of the world			Use map elements or coordinates to locate physical and human features of North America.	Students need to know the location of major physical features of the world.	http://ohio3-8.success-ode-state-oh-us.info/ http://www.nationalgeographic.com/xpeditions/lessons/01/gk2/longlat.html

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Q#	Question		% Correct		Std	Bmk	Indicator
		Ans	State				
	Items 40-44 have not been slated for public release in 2008.						

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