

Spring 2015 Achievement Grades 3 to 8 Social
Studies and End of Course U.S. History
Parent/Teacher Guide to
Online Field Test Electronic Practice Assessment Tests
(ePATs)
FAQs, Instructions, and Hardware & Software
Requirements for TestNav 8



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Introduction

This document explains the necessary system requirements and instructions for the use of Electronic Practice Assessment Tests (ePATs).

ePATs help prepare students to take the Achievement (ACH Grades 3 - 8 Social Studies) and End of Course (EOC) U.S. History tests provided by the Tennessee Department of Education (TDOE). ePATs allow students to answer questions that are closely related in style and content to the official ACH or EOC online tests provided by the TDOE.

Along with a mock test format, these ePATs will allow students to learn how to use online test-taking tools and test on the online platform called TestNav. TestNav is Pearson's proprietary test delivery application written in Java and Flash. The TestNav application is accessed over the Internet to deliver secure tests online. Test Delivery Workstations are used to deliver tests to students.

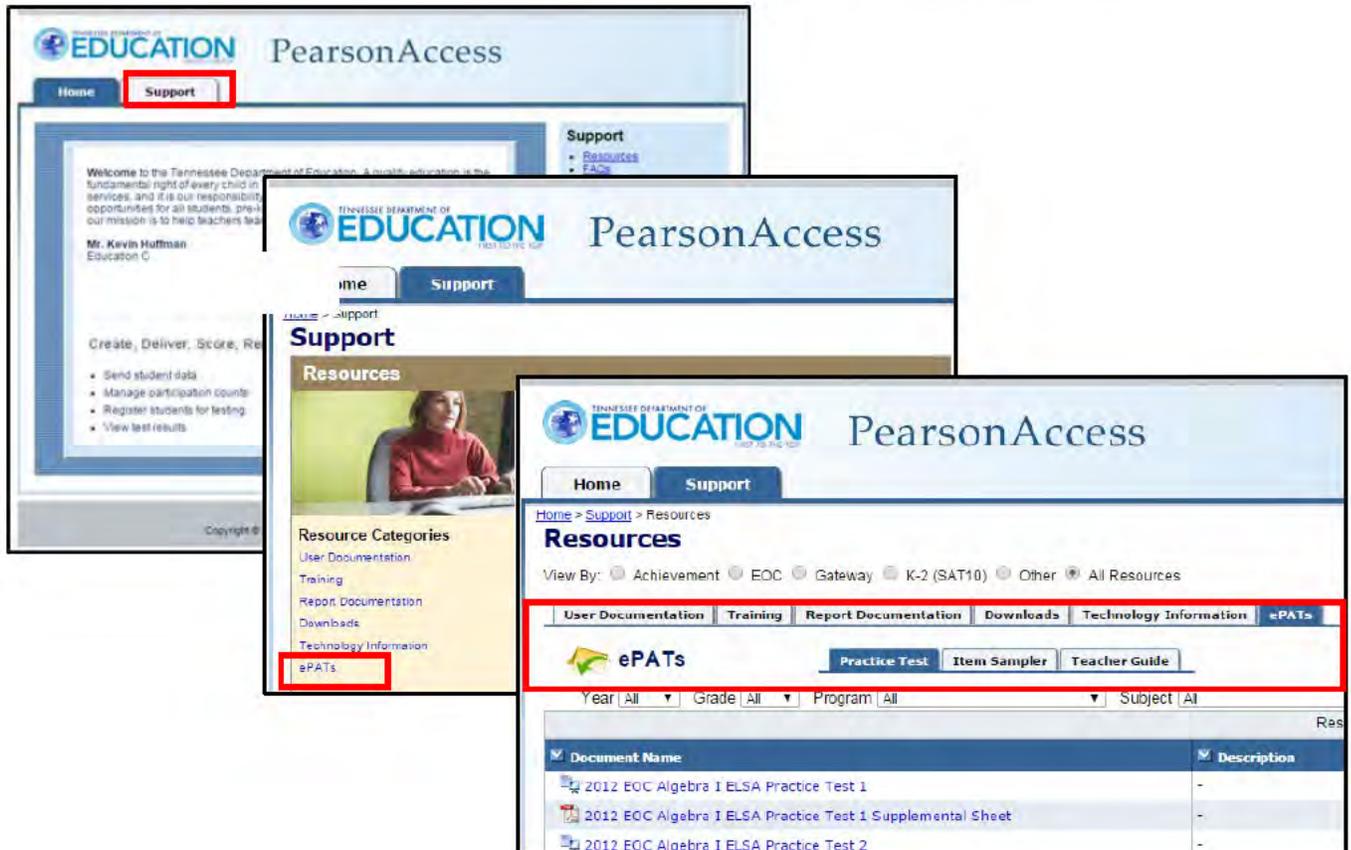
Topics covered in this guide include:

- Frequently Asked Questions
- System Check Utility
- Hardware and software requirements and other considerations
- Instructions for the use of the ePATs
- Common Error Messages
- Multiple-Choice Answer Keys
- Extended Response Rubrics

Frequently Asked Questions

1. How can Students, Parents, and Teachers access the ePATs?

- The ePATs are located at www.pearsonaccess.com/tn.
- Login user ID and Password to PearsonAccess is not required.
- Click on the Support tab.
- Under Resource Categories select ePATs.
- Use the tabs to search Practice Tests.
- Use drop-down menus to search for the specific program, grade level, and subject.



Additionally, the ePATs can be accessed by clicking on the ACH grades and EOC U.S. History links below:

[Grade 3](#)

[Grade 6](#)

[U.S. History](#)

[Grade 4](#)

[Grade 7](#)

[Grade 5](#)

[Grade 8](#)

2. Are these ePATs scorable?

The ePAT is a scorable ePAT and an ePAT report is generated after completing the test. The report notes which multiple-choice items are correct, incorrect, and unanswered. This report can be saved to a designated folder or location on the computer or can be printed.

3. Where can I find the reporting categories for the ePATs?

The reporting categories are located in the Multiple-Choice Answer Keys on pages 23-36 of this guide.

4. If a student cannot complete an ePAT in one sitting, can ePAT be saved and completed later?

Saving responses is not an option for the ePATs. We recommend that if a student cannot finish the ePATs in one sitting, the student should complete as much of the ePAT as they can and then click **Finished** and submit the test from the final submit page of the ePAT. You can save or print the score report for that individual student. When the student is available to finish the ePAT, the student can relaunch the ePAT and advance to the last question answered and begin testing with the next question.

5. Will the ePATs indicate how well a student will perform on the regular test?

The ePATs should not be used to predict a student's score on the operational test. The ePATs are used to help the student become familiar with the format, tools, and the content of the test. Using the score report along with the Multiple-Choice Answer Keys and the Extended Response Rubrics may also help teachers identify individual strengths and weaknesses relative to the performance indicators of the Tennessee standards.

6. Whom should I call for assistance?

Contact your child's homeroom teacher at school or the main office. They can direct you to an administrator or to the school's technical staff who can assist you with any issues encountered when using the ePATs.

SystemCheck Utility for TestNav

The online SystemCheck utility for TestNav is designed to help district and local technology personnel to better assess the overall “readiness” for online testing in advance of scheduled testing dates. Infrastructure readiness is a key component in accessing and planning for online testing.

Note that the online SystemCheck utility will not work on tablets.

The SystemCheck Utility for TestNav 8 can be found at www.pearsonaccess.com/tn.

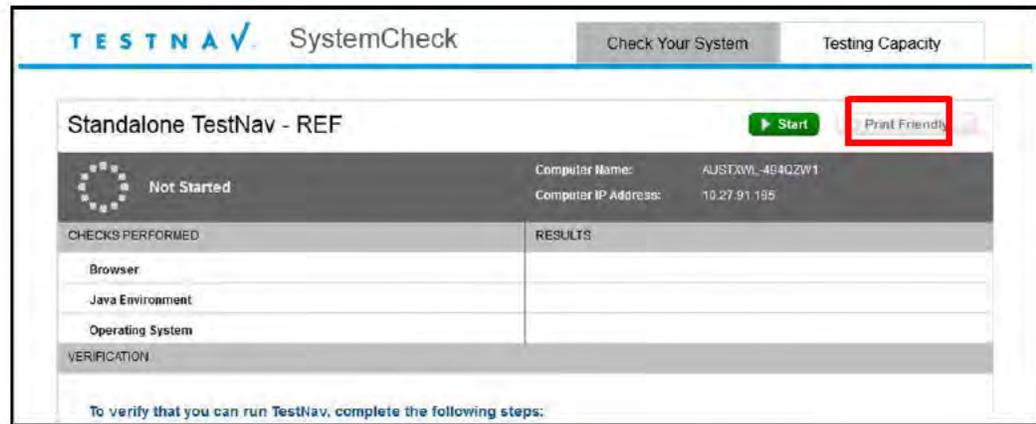
- Click on the Support tab.
- Under Resource Categories select Downloads

Testing the Computer for the Use of TestNav

The TestNav tab checks to make sure the computer meets the minimum software requirements to deliver tests online.

To run the computer configuration

1. Select the TestNav tab.
2. Click Start to begin the check.



- If the computer passes the check, a green check mark displays next to **All Checks Passed**.
- If the computer fails the check, a red X displays next to the area that failed.

3. To print the results in PDF, click **Print Friendly**.

NOTE: The Testing Capacity tab is not necessary for use of TestNav on a home computer system.

Hardware and Software Requirements

The minimum hardware requirements for all workstations used to access TestNav are listed below. Generally, any computer that takes noticeably long (i.e., 10 seconds or more) to start and run applications should be avoided for use with online testing.

These are also available at

<https://support.assessment.pearson.com/display/TN/TestNav+8.2+Requirements>.

Please be sure to check any technical updates. If you will be using Chrome browser please review the impact of discontinued support for NPAPI at

http://www.pearsonaccess.com/public/attachments//mmattachments/2014-12-22/mn/16_30_44_193/TN7p5-

[GoogletToDisableNPAPIforChromeBrowserin2015_FORWEB.pdf](#).

Disable Automatic Application Launching

Any applications that may automatically launch on a computer must be configured not to launch during testing sessions. Such launches commonly occur when:

- anti-virus software performs automatic updates
- power management software on laptops warns of low batteries
- screen savers start
- email notifications appear
- calendar notifications appear

TestNav must be the only application running on the computer during testing. If an application launches during an examinee's test session, the test session will stop.

Other Configuration Dependencies

Other configurations must be set in order for TestNav to operate correctly on each device. You must

- Enable a javaw.exe exception in Windows Firewall.
- Allow pop-ups for Pearson sites.
- Enable Local File access to home directory.
- Allow for read/write access to the User's Directory.
- Disable all accelerators for Internet Explorer.
- Disable Skype plugins in Windows 7 and Firefox.
- Disable any pop-up blocking software that may be running.

Security Warning — Trusting TestNav Content and Certificates

Because TestNav is browser based, you must **trust** the TestNav Java applet the first time TestNav is launched on a computer. This is required by the browser in order to launch TestNav. It is important that you do not bypass the warning screen and go directly to the TestNav login screen.

Follow the instructions below for addressing the warning screen that appears on Windows and Macintosh computers. The following on screen message indicates that the security warning has been bypassed, and the TestNav applet is not yet **trusted**.

You did not accept the applet permission/digital signature request, and TestNav cannot run properly without it. Please close your browser (all windows), relaunch, return to this page, and accept the applet permission/digital signature request when prompted.

You must **trust** the TestNav Java applet so that TestNav can run properly. To continue, close your browser, and then relaunch TestNav. Wait for the security warning message to appear before taking any further action. Once the security warning appears, follow the instructions below to trust the TestNav applet.

Windows and Mac Settings

If the following appears when the TestNav Java applet attempts to download, click **No** to continue to the **TestNav** login screen.

To avoid this error message in the future, change this setting:

Windows

1. Go to *Control Panel > Java > Advanced > Security > Mixed code (sandboxed vs. trusted) security verification*.
2. Select the **Enable – hide warning and run with protections** option

Mac

1. Go to *Applications > Utilities > Java Preferences > Advanced > Verify Mixed Security code (sandboxed vs. trusted)*.
2. Select the **Enable – run with protections, no warnings** option button.

Windows Security Warning

If the following appears when the TestNav Java applet attempts to download, select the **Always trust content from this publisher** check box, and then click **Run** to continue to the **TestNav** login screen.



Instructions for the Use of ePATs

The ePATs are located at www.pearsonaccess.com/tn.

- Login user ID and Password to PearsonAccess is not required.
- Click on the Support tab.
- Under Resource Categories select ePATs.
- Use the tabs to search Practice Tests, Item Samplers, or Teacher Guides.
- Use drop-down menus to search for the specific program, grade level, and subject.

Additionally, the ePATs can be accessed by clicking on the ACH grades and EOC U.S. History links below:

[Grade 3](#)

[Grade 6](#)

[U.S. History](#)

[Grade 4](#)

[Grade 7](#)

[Grade 5](#)

[Grade 8](#)

Once an ePAT has been opened, use the following information to assist in navigating through TestNav, answering test questions, and reading the score report at the end of the test.

Online Tools and Navigation

The following tools can be accessed by selecting the appropriate icon on the toolbar at the top of the screen. These tools can be used to assist the test taker in finding answers. Only the pointer tool can be used to respond to the questions.

- **Color Contrast** - Allows the student to select alternate colors for text and background.
- **Highlighter** - Allows the student to choose a color to highlight a word or group of words with a specific color.
- **Answer Eliminator** - Allows the student to visually eliminate (with a red "x") one or more answers.
- **Answer Masking** - Allows the student to cover (mask) one or more answers.
- **Line Reader** - Allows the student to raise/lower the tool to show a selected portion of the screen.
- **Magnifier** - Allows the student to magnify item content (while preserving clarity, contrast, and color).
- **Text Size** - Allows the student to increase and decrease the size of the text font.
- **Ruler (1/4" units)** - Measures lengths in 1/4" increments and is available for Grade 3.
- **Glossed Word Feature** – students can use in instances where a word or phrase may need a definition

Moving Through a Test

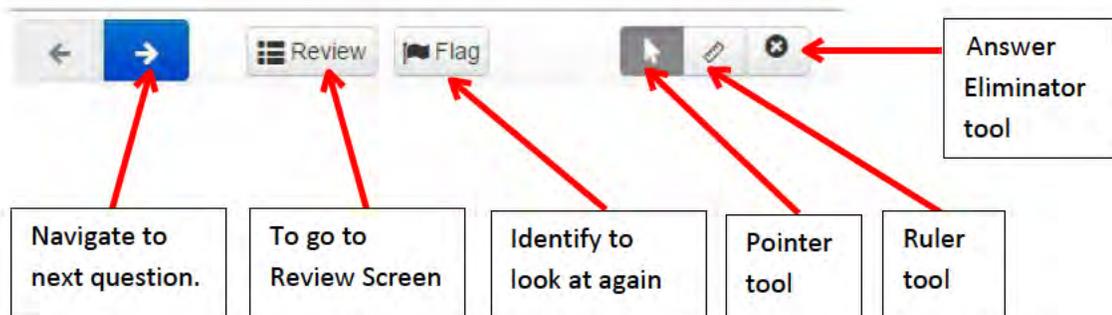
After the ePAT has launched in the browser, select the blue **Start Test Now** button on the welcome screen.



Next, select the blue **Start Section** button on the next screen. The first sample item will then display. A similar screen will display at the start of Section 2.



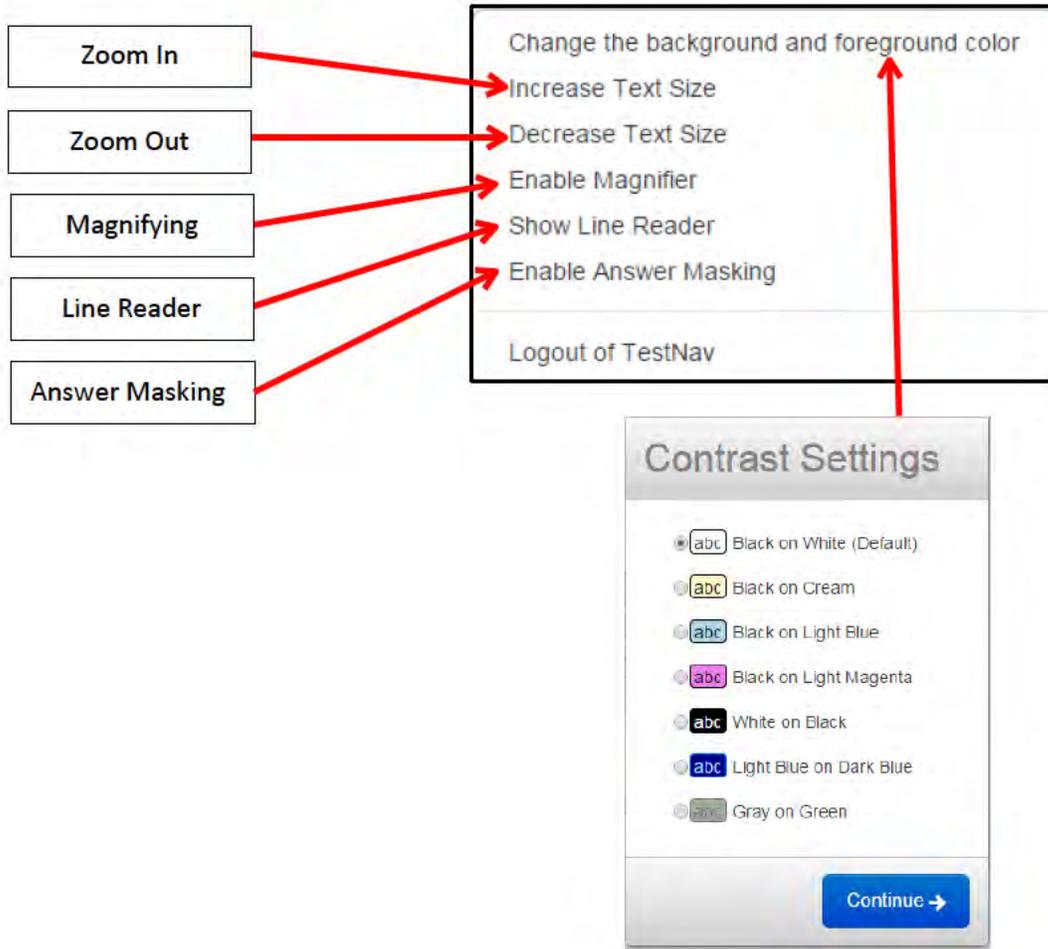
Navigation buttons appear at the top left of the screen for each question. The two arrow buttons in the upper left corner help navigate to the next or previous question. Selecting the forward arrow button takes you to the next question. Selecting the back arrow button takes you back to the previous question. If you want to navigate to a specific question, do not use the arrow buttons. Instead, select the **Review** button on the top of the screen and find the question number you are looking for. While working on the questions, select the **Flag** button if you want to come back and review the question again.



At the far right of the top of the screen you will see the user name with a dropdown:



When you select the dropdown you will see the following menu with tools:

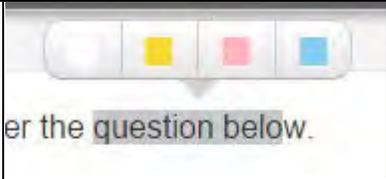


Background and text colors may be changed to facilitate reading by selecting the Contrast Settings. Remember to click Continue when selection is complete.

Section and question numbers are also located at the top of the screen underneath the toolbar.

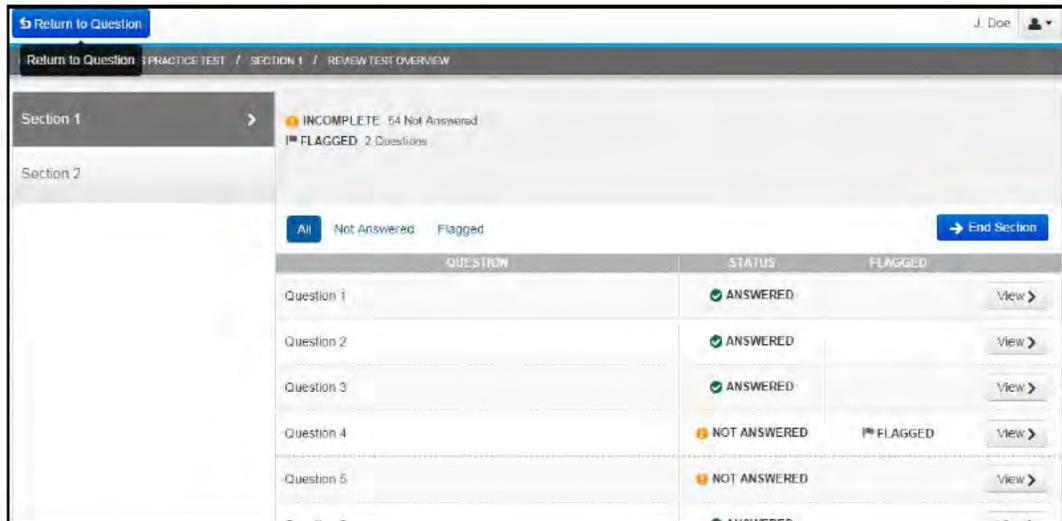
HOME / TEST 1 / SECTION 1 / 1 OF 13

This is a description of all the tools that may be used to assist with questions:

Feature	Description	Location
Pointer (default)	The student can use the Pointer to select answer choices, drag answer choices to their correct spot, select hot spots on an image, or deselect any other tool.	Toolbar
Color Contrast	Allows student to select the background and text color.	Toolbar
Text Highlighter	Allows the student to highlight words by clicking over the words and dragging.	Pointer
		
Answer Eliminator	Allows the student to visually eliminate (with a red "X") one or more answers. After selecting the answer eliminator, hover over an answer choice. You will see a pink X over the answer choice. When you see the pink X, select it and the pink X will turn red. You can use this tool to eliminate as many choices as you want but only on multiple-choice questions. To eliminate an answer, select the choices you believe are not correct. Then select the answer eliminator tool again to put the tool away. If you eliminate a choice and then change your mind, select the red X to turn it back to pink. Move your mouse off the answer choice and the X will disappear.	Toolbar
Answer Masking	Allows the student to cover (mask) one or more answers.	Toolbar
Line Reader Bar	Allows the student to raise/lower the tool to show a selected portion of the screen.	Toolbar
Magnifier	Allows the student to magnify item content while preserving clarity, contrast, and color.	User Menu
Text Size	Allows the student to increase and decrease the size of the text font.	Toolbar
		PC: Keyboard Command (Ctrl and +)
		PC: Keyboard Command (Ctrl and -)
		Mac: Keyboard command (Command and +)
		Mac: Keyboard command (Command and -)
		iPad: Touch screen
Glossed Words	When pointer scrolls over the word in text, the definition will appear.	Within the Item Text

Section Review

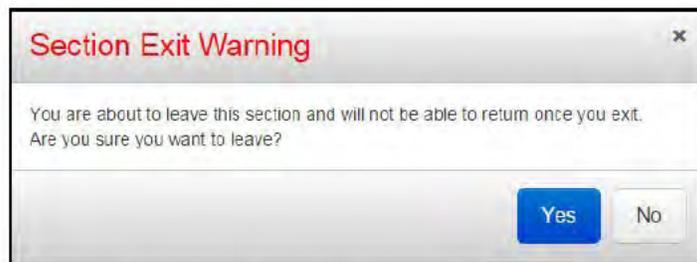
The **Section Review** screen appears when you select the final response within a section. Any unanswered questions or flagged questions are visible here.



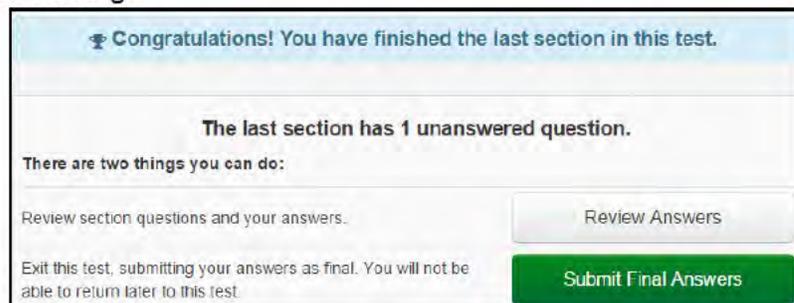
You may sort the questions to look at **All**, **Not Answered**, or **Flagged**. If you want to view only the questions you have flagged, select **Flagged**. If you want to view only questions you have left unanswered, select **Not Answered**.

To return to a question, select the button for that question in the right column.

At the end of each section you will see this screen:



You will not be able to return to a previous once you select **Yes**. At the end of the last section of a test you will receive another message:



You may elect to review your responses to this last section or **Submit Final Answers**. You will be given a second opportunity to cancel out of this or close out of the assessment.

Test Submit Warning

Are you sure you want to **submit final answers**?
You will not be able to return to this test.

No, Cancel
Yes, Submit Final Answers

Once you select **Yes, Submit Final Answers**, you will receive a logout screen:

Logout complete. Thank you for using TestNav.

You can either go back to [TestNav Home](#), or [Sign In](#) again.

Reading the Score Report

A detailed response report showing which questions the student answered correctly will be generated. This report can be saved to a designated folder or printed. Correct answers are indicated with a 1. Incorrect answers or unanswered questions are indicated with a 0.

[Print this page](#)

Do not close your browser or click on the Continue button on the report until the Test Administrator is able to review your responses.

To review your responses, select **Review Answers**, and then select the **View** button for the question(s) needing review. To get to this report again go to the end of the test and **Submit Final Answers**.

<<Student Name>>

Congratulations! You completed the test.

You scored **7** out of **60** points on the scored questions.

Up to **1** additional points for un-scored questions can be awarded to your score by your Test Administrator upon grading responses listed on the appendix below.

The maximum possible points for this test is **61**

Test 1

Section 1		
Question Number	Student's Score	Maximum Score
Question 1	0	1
Question 2	1	1
Question 3	1	1
Question 4	0	1
Question 5	0	1
Question 6	0	1

Common Error Messages

The following table lists the most common error codes and messages you may see when using TestNav 8 and what to do to resolve the issue.

Message	Description	What Do I Do Now?
1001	Students are instructed to notify their test administrator when this message appears. This is likely occurring because of connectivity issues.	Follow the on-screen instructions.
1002	Students are instructed to notify their test administrator when this message appears. This is likely occurring because the designated save location is not writable or due to the inability to save a Saved Response File after test content has been viewed.	Follow the on-screen instructions.
1003	The designated location for saving a response file (as a backup in case of network interruption) is not writable and TestNav is unable to connect to the servers or the Saved Response File cannot be saved after the test content has been viewed.	<p>Click Exit Test and contact your local technical support to determine why the save locations are not working and there is a loss of connectivity.</p> <p>Resume the student or contact your school assessment coordinator to resume the student.</p> <p>The student should log in and continue testing.</p>
1004	<p>This message is displayed when all of the below are true: The student has visited one or more items.</p> <ol style="list-style-type: none"> 1. The Saved Response File cannot be saved to any of the designated locations. 2. TestNav is unable to successfully send responses to Pearson. 3. The test has not yet been exited or submitted. 	<p>Desktop OS</p> <p>Check to see if the student's machine is connected to the school network by verifying the Ethernet cable is still plugged into the wall and computer. Also, verify if a wireless router has been disconnected or has been accidentally shut off.</p> <p>Click Retry to check whether the connection is restored. If you believe the connection may be restored, click Retry again.</p> <p>If you have clicked Retry and the connection with the testing server is not restored, click Exit Test. When the student closes TestNav, the student remains in Active testing status. After the connection is restored, the student can log in. TestNav will automatically search for and submit the response file.</p> <p>Mobile</p> <p>Click Retry to check whether the connection is restored. If you believe the connection may be restored, click Retry again.</p> <p>If you have clicked Retry and the connection with the testing server is not restored, click Exit Test. When the student closes TestNav, the student remains in Active testing status. After the connection is restored, the student can log in. TestNav will automatically search for and submit the response file.</p>

Message	Description	What Do I Do Now?
1005	<p>The student's status is set to Resumed-Upload, but no file was found in the designated response file location.</p> <p>The Resumed-Upload status indicates that a student has exited the test abnormally. If possible, reload the Saved Response File that was saved when the student was last in the TestNav session to retrieve all previously provided responses</p>	<p>Desktop OS Click Browse to locate the response file, and then click Upload Response File to submit the responses to the testing server.</p> <p>If the response file is located on a computer or a network drive that is unavailable at this time, click Exit Test. After the student response file has been located and saved to a location that can be accessed from the student's testing machine, the student can log in. TestNav automatically will search for a response file.</p> <p>If a file is not found, the EWS will come back to this screen. Click Browse for a response file and point to the location of the moved response file and upload. The student may need to be resumed before attempting to log in again.</p> <p>If the student has not yet answered any questions, click Skip Upload. If you continue testing without loading a response file, and click Skip Upload, any responses from a previous login not received by the Pearson testing server will be lost.</p> <p>Mobile Check the device for response file. If you are unable to locate the file click Exit Test.</p> <p>To locate the response file, check the device on which TestNav application was last used. Once located the student can log in.</p> <p>Click Skip Upload to continue testing without loading a response file or when the student has not yet answered any questions.</p> <p>Any responses from a previous login not received by the Pearson testing server will be lost.</p>

Message	Description	What Do I Do Now?
1006	<p>The status of the student is set to Resumed-Upload and the saved response file(s) is corrupt.</p> <p>The Resumed-Upload status indicates that a student has exited the test abnormally. If possible, reload the Saved Response File that was saved when the student was in last TestNav session to retrieve all previously provided responses.</p>	<p>Desktop OS Click Browse to locate a response file at a different location, and then click Upload Response File to submit the responses to the testing server.</p> <p>If the response file is located on a computer or a network drive that is unavailable at this time, click Exit Test. After the student response file has been located and saved to a location that can be accessed from the student’s testing machine, the student can log in. TestNav automatically will search for a response file. If a file is not found, this screen displays again. You can browse for a response file and point to the location of the moved response file. Student may need to be resumed before attempting to log in again.</p> <p>To continue testing without loading a response file, click Skip Upload. Note that any responses from a previous login not received by the Pearson testing server will be lost. Contact Customer Support if you are unsure whether to click Skip Upload. If the student has not yet answered any questions, click Skip Upload.</p> <p>Mobile If the response file is located on another device, click Exit Test. After device is located, the student can log in. TestNav automatically will search for a response file. If a file is not found, the EWS will come back to this screen, where you can exit and try from another device or click Skip Upload to continue testing on the device.</p> <p>To continue testing without loading a response file, click Skip Upload. Note that any responses from a previous login not received by the Pearson testing server will be lost. Contact Customer Support if you are unsure whether to click Skip Upload. If the student has not yet answered any questions, click Skip Upload.</p>
1007	<p>The status of the student is set to Resumed-Upload and the saved response file(s) found in the designated response file location contains invalid data. The Resumed-Upload status indicates that a student has exited the test abnormally. If possible, reload the Saved Response File that was saved when the student was in last TestNav session to retrieve all previously provided responses.</p>	<p>Contact Customer Support.</p>

Message	Description	What Do I Do Now?
1008	<p>The connection with the testing server was interrupted while the student was attempting to exit or submit the test and TestNav was unable to upload responses to the testing server.</p> <p>The student's responses have been saved in the designated response file location, but not all responses could be saved to the testing server.</p>	<p>Desktop OS Check to see if the student's machine is connected to the school network by verifying the Ethernet cable is still plugged into the wall and computer. Also, verify if a wireless router has been disconnected or has been accidentally shut off.</p> <p>Click Retry to check whether the connection is restored. If you believe the connection may be restored, click Retry again.</p> <p>If you have clicked Retry and the connection with the testing server is not restored, click Exit Test. When the student closes TestNav, the student remains in Active testing status. After the connection is restored, the student can log in. TestNav will automatically search for and submit the response file.</p> <p>Mobile Click Retry to check whether the connection is restored. If you believe the connection may be restored, click Retry again.</p> <p>If you have clicked Retry and the connection with the testing server is not restored, click Exit Test. When the student closes TestNav, the student remains in Active testing status. After the connection is restored, the student can log in. TestNav will automatically search for and submit the response file.</p>
1009	<p>The connection with the testing server was interrupted prior to the student finishing the test. TestNav was unable to download the entire test.</p> <p>The student's responses have been saved in the designated response file location, but not all test content can be downloaded from the testing server.</p>	<p>Click Retry to check whether the connection is restored.</p> <p>If the connection is not restored, click Exit Test. When the student closes TestNav the student remains in Active testing status.</p> <p>After the connection is restored, the student can be resumed and log in. TestNav will automatically search for and submit the response file</p>
3005	<p>TestNav has detected that another application attempted to become the active window, which may compromise the security of this test. TestNav has been shut down. You may need assistance from your test monitor to restart the test.</p>	<p>The student test session has been terminated. The test administrator must resume the student's test.</p>
9020	<p>The username or password you entered is incorrect.</p>	<p>The entered username or associated password was invalid. Either the student has the wrong information or something was typed incorrectly. Check your information and verify it is being entered correctly as you try again.</p>
9021	<p>Your login information is not recognized. Please try again.</p>	<p>The entered username or associated password was invalid. Either the student has the wrong information or something was typed incorrectly. Check your information and verify it is being entered correctly as you try again.</p>

Message	Description	What Do I Do Now?
9022	Unable to refresh available tests.	Your session is not active. Login again.
9023	Unable to refresh available tests.	There was an error retrieving the information from the server. Try again. Logoff and login again if it continues.
9024	The username or password you entered is incorrect.	The entered username or associated password was invalid. Either the student has the wrong information or something was typed incorrectly. Check your information and verify it is being entered correctly as you try again.
9025	This test has been completed and may not be taken again.	Completed tests cannot be logged into again.
9026	This test must be resumed by the proctor to allow it to be taken again.	The proctor must mark the test resumed in the administrative application.
9027	Unable to start test. Please close this window and try again.	The testing window for this test is not currently active. Try again when the window is active.
9028	Your login information is not recognized. Please try again.	The entered username or associated password was invalid. Either the student has the wrong information or something was typed incorrectly. Check your information and verify it is being entered correctly as you try again.
9029	Your login information is not recognized. Please try again.	The entered username or associated password was invalid. Either the student has the wrong information or something was typed incorrectly. Check your information and verify it is being entered correctly as you try again.
9030	Your login information is no longer valid. This may have occurred if you are returning to a test in the same session, or if your login has been used to access this test from another computer. Your test assignment must be resumed before you can log back in. Please contact the proctor.	The proctor must mark the test resumed in the administrative application.

Message	Description	What Do I Do Now?
9031	There has been a problem loading this item. Please contact your administrator.	<p>Contact your local system or network administrator; an item could not be retrieved from the content server or the proctor caching computer.</p> <p>This is usually the result of a network connectivity problem, so you must verify the computer has a working network connection.</p> <p>Try again. If the second attempt is unsuccessful, close TestNav. Fix any network connectivity issues found. Check that the testing machine is connected to the school's network. Check Ethernet cables or wireless connections, routers and switches, and so on. Check that proctor caching is running on any proctor caching computer in use and that the appropriate ports are open in the firewall. When a working network connection is confirmed, try again. After the connection is restored, check the student's test status in the administrative application and reset, if needed. Then, the student can be resumed and log in.</p>
9032	Unable to login with this user ID.	The entered username or associated password was invalid. Either the student has the wrong information or something was typed incorrectly. Check your information and verify it is being entered correctly as you try again.
9033	Unable to communicate with the testing server. Please contact your administrator.	<p>Contact your local system or network administrator; the internal test state could not be retrieved from the content server or the proctor caching computer.</p> <p>This is usually the result of a network connectivity problem, so you must verify the computer has a working network connection.</p> <p>Try again. If the second attempt is unsuccessful, close TestNav. Fix any network connectivity issues found. Check that the testing machine is connected to the school's network. Check Ethernet cables or wireless connections, routers and switches, and so on. Check that proctor caching is running on any proctor caching computer in use and that the appropriate ports are open in the firewall. When a working network connection is confirmed, try again. After the connection is restored, check the student's test status in the administrative application and reset, if needed. Then, the student can be resumed and log in.</p>
9034	Your login information is not recognized. Please try again.	The entered username or associated password was invalid. Either the student has the wrong information or something was typed incorrectly. Check your information and verify it is being entered correctly as you try again.
9035	There has been a problem loading this item. Please contact your administrator.	The requested item does not exist for this test. Contact your local system or network administrator and provide the log files and a description of what the user was doing when the error occurred.
9036	The username or password you entered is incorrect.	The entered username or associated password was invalid. Either the student has the wrong information or something was typed incorrectly. Check your information and verify it is being entered correctly as you try again.

Message	Description	What Do I Do Now?
9037	There has been a problem loading this item. Please contact your administrator.	The requested item does not exist for this test. Contact your local system or network administrator and provide the log files and a description of what the user was doing when the error occurred.
9038	The username or password you entered is incorrect.	The entered username or associated password was invalid. Either the student has the wrong information or something was typed incorrectly. Check your information and verify it is being entered correctly as you try again.
9039	There has been a problem loading this item. Please contact your administrator.	The requested item does not exist for this test. Contact your local system or network administrator and provide the log files and a description of what the user was doing when the error occurred.
9040	The username or password you entered is incorrect.	The entered username or associated password was invalid. Either the student has the wrong information or something was typed incorrectly. Check your information and verify it is being entered correctly as you try again.
9041	There has been a problem loading this item. Please contact your administrator.	The requested item does not exist for this test. Contact your local system or network administrator and provide the log files and a description of what the user was doing when the error occurred.
9042	There has been a problem loading this item. Please contact your administrator.	The requested item does not exist for this test. Contact your local system or network administrator and provide the log files and a description of what the user was doing when the error occurred.
9043	There has been a problem loading this item. Please contact your administrator.	The requested item does not exist for this test. Contact your local system or network administrator and provide the log files and a description of what the user was doing when the error occurred.
9044	There has been a problem loading this item. Please contact your administrator.	The requested item does not exist for this test. Contact your local system or network administrator and provide the log files and a description of what the user was doing when the error occurred.
9045	There has been a problem loading this item. Please contact your administrator.	The requested item does not exist for this test. Contact your local system or network administrator and provide the log files and a description of what the user was doing when the error occurred.

Message	Description	What Do I Do Now?
9046	Your test items have been saved, but the test can't be marked as complete due to a connectivity error. Please inform your test proctor that the test must close.	<p>Tell the proctor about the problem.</p> <p>Contact your local system or network administrator; the responses have been saved, but the completion status cannot be communicated.</p> <p>This is usually the result of a network connectivity problem, so you must verify the computer has a working network connection.</p> <p>Try again. If the second attempt is unsuccessful, close TestNav. Fix any network connectivity issues found. Check that the testing machine is connected to the school's network. Check Ethernet cables or wireless connections, routers and switches, and so on. Check that proctor caching is running on any proctor caching computer in use and that the appropriate ports are open in the firewall. When a working network connection is confirmed, try again. After the connection is restored, check the student's test status in the administrative application and reset, if needed. Then, the student can be resumed and log in.</p>
9047	Your test items have been saved, but the test can't be marked as complete due to a connectivity error. Please inform your test proctor that the test must close.	<p>Tell the proctor about the problem.</p> <p>Contact your local system or network administrator; the responses have been saved, but the completion status cannot be communicated.</p> <p>This is usually the result of a network connectivity problem, so you must verify the computer has a working network connection.</p> <p>Try again. If the second attempt is unsuccessful, close TestNav. Fix any network connectivity issues found. Check that the testing machine is connected to the school's network. Check Ethernet cables or wireless connections, routers and switches, and so on. Check that proctor caching is running on any proctor caching computer in use and that the appropriate ports are open in the firewall. When a working network connection is confirmed, try again. After the connection is restored, check the student's test status in the administrative application and reset, if needed. Then, the student can be resumed and log in.</p>
9048	There has been a problem loading this item. Please contact your administrator.	The requested item does not exist for this test. Contact your local system or network administrator and provide the log files and a description of what the user was doing when the error occurred.
9049	There has been a problem loading this item. Please contact your administrator.	The requested item does not exist for this test. Contact your local system or network administrator and provide the log files and a description of what the user was doing when the error occurred.

Message	Description	What Do I Do Now?
9050	There has been a problem loading this item. Please contact your administrator.	The requested item does not exist for this test. Contact your local system or network administrator and provide the log files and a description of what the user was doing when the error occurred.
9051	There has been a problem loading this item. Please contact your administrator.	The requested item does not exist for this test. Contact your local system or network administrator and provide the log files and a description of what the user was doing when the error occurred.
9052	There has been a problem loading this item. Please contact your administrator.	There was a rendering error in a JSON string. Contact your local system or network administrator and provide the log files and a description of what the user was doing when the error occurred.
9053	Your login information is no longer valid. This may have occurred if you are returning to a test in the same session, or if your login has been used to access this test from another computer. Your test assignment must be resumed before you can log back in. Please contact the proctor.	The proctor must mark the test resumed in the administrative application.
9054	Your login information is no longer valid. This may have occurred if you are returning to a test in the same session, or if your login has been used to access this test from another computer. Your test assignment must be resumed before you can log back in. Please contact the proctor.	The proctor must mark the test resumed in the administrative application.
9055	Your test must close immediately. Please see the test proctor for more information.	The proctor must check the test status in the administrative application as the current status is not valid for continuing the test.
9056	Your test must close immediately. Please see the test proctor for more information.	Contact your local system or network administrator. This is usually the result of a problem with network security; secure data is being requested via an insecure call.
9057	Your test must close immediately. Please see the test proctor for more information.	Contact your local system or network administrator. This is usually the result of a problem with network security; insecure data is being requested via a secure call.
9058	The username or password you entered is incorrect.	The entered username or associated password was invalid. Either the student has the wrong information or something was typed incorrectly. Check your information and verify it is being entered correctly as you try again.

Message	Description	What Do I Do Now?
9059	The username or password you entered is incorrect.	The entered username or associated password was invalid. Either the student has the wrong information or something was typed incorrectly. Check your information and verify it is being entered correctly as you try again.
9060	Your login information is not recognized. Please try again.	The entered username or associated password was invalid. Either the student has the wrong information or something was typed incorrectly. Check your information and verify it is being entered correctly as you try again.

Multiple-Choice Answer Keys

Achievement Grade 3 Social Studies Multiple-Choice Answer Keys

Question Number	Answer Key	Reporting Category #	Reporting Category Name
1	B	1	Geography
2	C	3	Eastern Hemisphere
3	A	2	Western Hemisphere
4	B	2	Western Hemisphere
5	B	1	Geography
6	A	3	Eastern Hemisphere
7	B	1	Geography
8	D	3	Eastern Hemisphere
9	A	1	Geography
10	C	2	Western Hemisphere
11	D	2	Western Hemisphere
12	D	1	Geography
13	B	3	Eastern Hemisphere
14	A	2	Western Hemisphere
15	B	3	Eastern Hemisphere
16	D	3	Eastern Hemisphere
17	C	1	Geography
18	A	3	Eastern Hemisphere
19	B	1	Geography
20	A	2	Western Hemisphere
21	D	1	Geography
22	C	3	Eastern Hemisphere
23	B	1	Geography
24	D	2	Western Hemisphere
25	B	3	Eastern Hemisphere
26	A	2	Western Hemisphere
27	B	2	Western Hemisphere
28	D	1	Geography
29	C	2	Western Hemisphere
30	C	2	Western Hemisphere
31	B	4	Antarctica
32	A	3	Eastern Hemisphere
33	B	2	Western Hemisphere
34	C	1	Geography
35	D	2	Western Hemisphere
36	A	1	Geography

Question Number	Answer Key	Reporting Category #	Reporting Category Name
37	D	1	Geography
38	A	3	Eastern Hemisphere
39	A	2	Western Hemisphere
40	D	2	Western Hemisphere
41	D	1	Geography
42	B	2	Western Hemisphere
43	C	3	Eastern Hemisphere
44	A	1	Geography
45	C	2	Western Hemisphere
46	B	3	Eastern Hemisphere
47	D	2	Western Hemisphere
48	D	3	Eastern Hemisphere
49	A	3	Eastern Hemisphere
50	C	3	Eastern Hemisphere
51	D	3	Eastern Hemisphere
52	D	1	Geography
53	A	2	Western Hemisphere
54	C	4	Antarctica
55	D	2	Western Hemisphere
56	D	1	Geography
57	B	1	Geography
58	D	1	Geography
59	A	2	Western Hemisphere
60	A	2	Western Hemisphere

Achievement Grade 4 Social Studies Multiple-Choice Answer Keys

Question Number	Key	Reporting Category #	Reporting Category Name
1	D	2	Colonization & Independence (1600-1789)
2	B	4	Early Westward Expansion and the Growth of the New Republic
3	C	2	Colonization & Independence (1600-1789)
4	B	2	Colonization & Independence (1600-1789)
5	D	2	Colonization & Independence (1600-1789)
6	D	2	Colonization & Independence (1600-1789)
7	B	2	Colonization & Independence (1600-1789)
8	B	3	A New Government
9	A	2	Colonization & Independence (1600-1789)
10	A	1	The Americans before Exploration & The Age of Exploration
11	A	4	Early Westward Expansion and the Growth of the New Republic
12	D	2	Colonization & Independence (1600-1789)
13	A	2	Colonization & Independence (1600-1789)
14	A	2	Colonization & Independence (1600-1789)
15	A	2	Colonization & Independence (1600-1789)
16	D	1	The Americans before Exploration & The Age of Exploration
17	B	1	The Americans before Exploration & The Age of Exploration
18	B	4	Early Westward Expansion and the Growth of the New Republic
19	C	2	Colonization & Independence (1600-1789)
20	B	3	A New Government
21	A	2	Colonization & Independence (1600-1789)
22	D	2	Colonization & Independence (1600-1789)
23	B	4	Early Westward Expansion and the Growth of the New Republic
24	D	4	Early Westward Expansion and the Growth of the New Republic
25	A	4	Early Westward Expansion and the Growth of the New Republic
26	D	4	Early Westward Expansion and the Growth of the New Republic
27	B	1	The Americans before Exploration & The Age of Exploration
28	C	4	Early Westward Expansion and the Growth of the New Republic
29	C	2	Colonization & Independence (1600-1789)
30	A	4	Early Westward Expansion and the Growth of the New Republic
31	A	2	Colonization & Independence (1600-1789)
32	A	2	Colonization & Independence (1600-1789)
33	C	2	Colonization & Independence (1600-1789)
34	D	4	Early Westward Expansion and the Growth of the New Republic
35	C	2	Colonization & Independence (1600-1789)
36	A	4	Early Westward Expansion and the Growth of the New Republic
37	A	4	Early Westward Expansion and the Growth of the New Republic
38	D	2	Colonization & Independence (1600-1789)
39	B	1	The Americans before Exploration & The Age of Exploration
40	C	2	Colonization & Independence (1600-1789)
41	A	4	Early Westward Expansion and the Growth of the New Republic
42	D	4	Early Westward Expansion and the Growth of the New Republic
43	C	2	Colonization & Independence (1600-1789)
44	B	4	Early Westward Expansion and the Growth of the New Republic
45	A	4	Early Westward Expansion and the Growth of the New Republic
46	A	2	Colonization & Independence (1600-1789)
47	A	2	Colonization & Independence (1600-1789)

Question Number	Key	Reporting Category #	Reporting Category Name
48	C	2	Colonization & Independence (1600-1789)
49	A	3	A New Government
50	D	3	A New Government
51	B	2	Colonization & Independence (1600-1789)
52	C	3	A New Government
53	A	4	Early Westward Expansion and the Growth of the New Republic
54	B	2	Colonization & Independence (1600-1789)
55	C	3	A New Government
56	C	4	Early Westward Expansion and the Growth of the New Republic
57	D	4	Early Westward Expansion and the Growth of the New Republic
58	C	4	Early Westward Expansion and the Growth of the New Republic
59	C	4	Early Westward Expansion and the Growth of the New Republic
60	B	4	Early Westward Expansion and the Growth of the New Republic

Achievement Grade 5 Social Studies Multiple-Choice Answer Keys

Question Number	Answer Key	Reporting Category #	Reporting Category Name
1	C	1	Prior to the Civil War and The Civil War and Reconstruction
2	B	3	World War I, the Roaring Twenties, and World War II
3	C	2	Industrial America and Westward Expansion
4	A	4	The Modern United States
5	D	1	Prior to the Civil War and The Civil War and Reconstruction
6	B	1	Prior to the Civil War and The Civil War and Reconstruction
7	C	2	Industrial America and Westward Expansion
8	B	1	Prior to the Civil War and The Civil War and Reconstruction
9	C	3	World War I, the Roaring Twenties, and World War II
10	C	1	Prior to the Civil War and The Civil War and Reconstruction
11	D	3	World War I, the Roaring Twenties, and World War II
12	B	3	World War I, the Roaring Twenties, and World War II
13	B	1	Prior to the Civil War and The Civil War and Reconstruction
14	B	2	Industrial America and Westward Expansion
15	B	2	Industrial America and Westward Expansion
16	D	1	Prior to the Civil War and The Civil War and Reconstruction
17	A	3	World War I, the Roaring Twenties, and World War II
18	A	1	Prior to the Civil War and The Civil War and Reconstruction
19	B	4	The Modern United States
20	C	4	The Modern United States
21	D	4	The Modern United States
22	C	1	Prior to the Civil War and The Civil War and Reconstruction
23	D	3	World War I, the Roaring Twenties, and World War II
24	C	1	Prior to the Civil War and The Civil War and Reconstruction
25	A	2	Industrial America and Westward Expansion
26	C	3	World War I, the Roaring Twenties, and World War II
27	C	2	Industrial America and Westward Expansion
28	D	1	Prior to the Civil War and The Civil War and Reconstruction
29	B	4	The Modern United States
30	C	1	Prior to the Civil War and The Civil War and Reconstruction
31	C	2	Industrial America and Westward Expansion
32	D	3	World War I, the Roaring Twenties, and World War II
33	D	1	Prior to the Civil War and The Civil War and Reconstruction
34	D	1	Prior to the Civil War and The Civil War and Reconstruction
35	B	3	World War I, the Roaring Twenties, and World War II
36	B	1	Prior to the Civil War and The Civil War and Reconstruction
37	A	1	Prior to the Civil War and The Civil War and Reconstruction

Question Number	Answer Key	Reporting Category #	Reporting Category Name
38	C	1	Prior to the Civil War and The Civil War and Reconstruction
39	D	1	Prior to the Civil War and The Civil War and Reconstruction
40	A	3	World War I, the Roaring Twenties, and World War II
41	D	1	Prior to the Civil War and The Civil War and Reconstruction
42	B	1	Prior to the Civil War and The Civil War and Reconstruction
43	B	2	Industrial America and Westward Expansion
44	D	3	World War I, the Roaring Twenties, and World War II
45	B	3	World War I, the Roaring Twenties, and World War II
46	D	4	The Modern United States
47	B	1	Prior to the Civil War and The Civil War and Reconstruction
48	B	4	The Modern United States
49	A	3	World War I, the Roaring Twenties, and World War II
50	C	2	Industrial America and Westward Expansion
51	B	3	World War I, the Roaring Twenties, and World War II
52	B	2	Industrial America and Westward Expansion
53	A	4	The Modern United States
54	D	4	The Modern United States
55	C	1	Prior to the Civil War and The Civil War and Reconstruction
56	D	1	Prior to the Civil War and The Civil War and Reconstruction
57	B	1	Prior to the Civil War and The Civil War and Reconstruction
58	A	3	World War I, the Roaring Twenties, and World War II
59	D	1	Prior to the Civil War and The Civil War and Reconstruction
60	D	1	Prior to the Civil War and The Civil War and Reconstruction

Achievement Grade 6 Social Studies Multiple-Choice Answer Keys

Question Number	Answer Key	Reporting Category #	Reporting Category Name
1	D	3	Ancient Greece to 300 B.C.
2	B	1	Human Origins and the Emergence of Civilizations
3	B	1	Human Origins and the Emergence of Civilizations
4	C	2	Ancient Civilizations: Mesopotamia, Egypt, India, China, and Israel
5	C	3	Ancient Greece to 300 B.C.
6	B	2	Ancient Civilizations: Mesopotamia, Egypt, India, China, and Israel
7	C	2	Ancient Civilizations: Mesopotamia, Egypt, India, China, and Israel
8	D	1	Human Origins and the Emergence of Civilizations
9	C	4	Ancient Rome to C.E. 500
10	D	1	Human Origins and the Emergence of Civilizations
11	C	1	Human Origins and the Emergence of Civilizations
12	A	2	Ancient Civilizations: Mesopotamia, Egypt, India, China, and Israel
13	D	4	Ancient Rome to C.E. 500
14	C	1	Human Origins and the Emergence of Civilizations
15	B	2	Ancient Civilizations: Mesopotamia, Egypt, India, China, and Israel
16	C	2	Ancient Civilizations: Mesopotamia, Egypt, India, China, and Israel
17	C	2	Ancient Civilizations: Mesopotamia, Egypt, India, China, and Israel
18	C	3	Ancient Greece to 300 B.C.
19	D	1	Human Origins and the Emergence of Civilizations
20	A	2	Ancient Civilizations: Mesopotamia, Egypt, India, China, and Israel
21	B	4	Ancient Rome to C.E. 500
22	A	2	Ancient Civilizations: Mesopotamia, Egypt, India, China, and Israel
23	C	1	Human Origins and the Emergence of Civilizations
24	C	2	Ancient Civilizations: Mesopotamia, Egypt, India, China, and Israel
25	C	1	Human Origins and the Emergence of Civilizations
26	B	2	Ancient Civilizations: Mesopotamia, Egypt, India, China, and Israel
27	D	2	Ancient Civilizations: Mesopotamia, Egypt, India, China, and Israel
28	A	4	Ancient Rome to C.E. 500
29	C	3	Ancient Greece to 300 B.C.
30	C	2	Ancient Civilizations: Mesopotamia, Egypt, India, China, and Israel
31	B	2	Ancient Civilizations: Mesopotamia, Egypt, India, China, and Israel
32	C	3	Ancient Greece to 300 B.C.
33	C	4	Ancient Rome to C.E. 500
34	D	2	Ancient Civilizations: Mesopotamia, Egypt, India, China, and Israel
35	B	2	Ancient Civilizations: Mesopotamia, Egypt, India, China, and Israel
36	D	3	Ancient Greece to 300 B.C.
37	A	2	Ancient Civilizations: Mesopotamia, Egypt, India, China, and Israel
38	C	2	Ancient Civilizations: Mesopotamia, Egypt, India, China, and Israel
39	C	4	Ancient Rome to C.E. 500
40	B	2	Ancient Civilizations: Mesopotamia, Egypt, India, China, and Israel
41	D	1	Human Origins and the Emergence of Civilizations
42	C	2	Ancient Civilizations: Mesopotamia, Egypt, India, China, and Israel
43	B	3	Ancient Greece to 300 B.C.
44	A	2	Ancient Civilizations: Mesopotamia, Egypt, India, China, and Israel
45	D	2	Ancient Civilizations: Mesopotamia, Egypt, India, China, and Israel
46	D	3	Ancient Greece to 300 B.C.

Question Number	Answer Key	Reporting Category #	Reporting Category Name
47	B	4	Ancient Rome to C.E. 500
48	B	2	Ancient Civilizations: Mesopotamia, Egypt, India, China, and Israel
49	C	2	Ancient Civilizations: Mesopotamia, Egypt, India, China, and Israel
50	C	2	Ancient Civilizations: Mesopotamia, Egypt, India, China, and Israel
51	B	3	Ancient Greece to 300 B.C.
52	C	4	Ancient Rome to C.E. 500
53	C	2	Ancient Civilizations: Mesopotamia, Egypt, India, China, and Israel
54	B	2	Ancient Civilizations: Mesopotamia, Egypt, India, China, and Israel
55	C	1	Human Origins and the Emergence of Civilizations
56	B	3	Ancient Greece to 300 B.C.
57	B	4	Ancient Rome to C.E. 500
58	A	2	Ancient Civilizations: Mesopotamia, Egypt, India, China, and Israel
59	C	2	Ancient Civilizations: Mesopotamia, Egypt, India, China, and Israel
60	C	1	Human Origins and the Emergence of Civilizations

Achievement Grade 7 Social Studies Multiple-Choice Answer Keys

Question Number	Answer Key	Reporting Category #	Reporting Category Name
1	B	2	The Legacy of the Roman Empire and the Middle Ages in Western Europe to the 1500s
2	C	3	Early Modern Europe: Renaissance and Reformation, Enlightenment, Scientific Revolution, and Age of Exploration
3	C	1	Early Modern World Civilizations: Africa, China, Japan, and the Islamic World
4	A	1	Early Modern World Civilizations: Africa, China, Japan, and the Islamic World
5	B	3	Early Modern Europe: Renaissance and Reformation, Enlightenment, Scientific Revolution, and Age of Exploration
6	B	1	Early Modern World Civilizations: Africa, China, Japan, and the Islamic World
7	A	2	The Legacy of the Roman Empire and the Middle Ages in Western Europe to the 1500s
8	C	2	The Legacy of the Roman Empire and the Middle Ages in Western Europe to the 1500s
9	B	3	Early Modern Europe: Renaissance and Reformation, Enlightenment, Scientific Revolution, and Age of Exploration
10	A	3	Early Modern Europe: Renaissance and Reformation, Enlightenment, Scientific Revolution, and Age of Exploration
11	C	3	Early Modern Europe: Renaissance and Reformation, Enlightenment, Scientific Revolution, and Age of Exploration
12	C	3	Early Modern Europe: Renaissance and Reformation, Enlightenment, Scientific Revolution, and Age of Exploration
13	A	2	The Legacy of the Roman Empire and the Middle Ages in Western Europe to the 1500s
14	D	3	Early Modern Europe: Renaissance and Reformation, Enlightenment, Scientific Revolution, and Age of Exploration
15	D	3	Early Modern Europe: Renaissance and Reformation, Enlightenment, Scientific Revolution, and Age of Exploration
16	C	1	Early Modern World Civilizations: Africa, China, Japan, and the Islamic World
17	D	3	Early Modern Europe: Renaissance and Reformation, Enlightenment, Scientific Revolution, and Age of Exploration
18	B	1	Early Modern World Civilizations: Africa, China, Japan, and the Islamic World
19	C	3	Early Modern Europe: Renaissance and Reformation, Enlightenment, Scientific Revolution, and Age of Exploration
20	C	3	Early Modern Europe: Renaissance and Reformation, Enlightenment, Scientific Revolution, and Age of Exploration
21	D	1	Early Modern World Civilizations: Africa, China, Japan, and the Islamic World
22	A	1	Early Modern World Civilizations: Africa, China, Japan, and the Islamic World
23	B	2	The Legacy of the Roman Empire and the Middle Ages in Western Europe to the 1500s
24	C	3	Early Modern Europe: Renaissance and Reformation, Enlightenment, Scientific Revolution, and Age of Exploration
25	C	1	Early Modern World Civilizations: Africa, China, Japan, and the Islamic World
26	B	1	Early Modern World Civilizations: Africa, China, Japan, and the Islamic World
27	A	3	Early Modern Europe: Renaissance and Reformation, Enlightenment, Scientific Revolution, and Age of Exploration
28	B	1	Early Modern World Civilizations: Africa, China, Japan, and the Islamic World
29	B	3	Early Modern Europe: Renaissance and Reformation, Enlightenment, Scientific Revolution, and Age of Exploration
30	B	3	Early Modern Europe: Renaissance and Reformation, Enlightenment, Scientific Revolution, and Age of Exploration
31	C	2	The Legacy of the Roman Empire and the Middle Ages in Western Europe to the 1500s
32	B	1	Early Modern World Civilizations: Africa, China, Japan, and the Islamic World
33	B	1	Early Modern World Civilizations: Africa, China, Japan, and the Islamic World
34	C	3	Early Modern Europe: Renaissance and Reformation, Enlightenment, Scientific Revolution,

Question Number	Answer Key	Reporting Category #	Reporting Category Name
			and Age of Exploration
35	B	3	Early Modern Europe: Renaissance and Reformation, Enlightenment, Scientific Revolution, and Age of Exploration
36	B	3	Early Modern Europe: Renaissance and Reformation, Enlightenment, Scientific Revolution, and Age of Exploration
37	B	3	Early Modern Europe: Renaissance and Reformation, Enlightenment, Scientific Revolution, and Age of Exploration
38	D	2	The Legacy of the Roman Empire and the Middle Ages in Western Europe to the 1500s
39	D	3	Early Modern Europe: Renaissance and Reformation, Enlightenment, Scientific Revolution, and Age of Exploration
40	A	1	Early Modern World Civilizations: Africa, China, Japan, and the Islamic World
41	D	1	Early Modern World Civilizations: Africa, China, Japan, and the Islamic World
42	B	2	The Legacy of the Roman Empire and the Middle Ages in Western Europe to the 1500s
43	A	3	Early Modern Europe: Renaissance and Reformation, Enlightenment, Scientific Revolution, and Age of Exploration
44	C	2	The Legacy of the Roman Empire and the Middle Ages in Western Europe to the 1500s
45	C	1	Early Modern World Civilizations: Africa, China, Japan, and the Islamic World
46	B	3	Early Modern Europe: Renaissance and Reformation, Enlightenment, Scientific Revolution, and Age of Exploration
47	B	3	Early Modern Europe: Renaissance and Reformation, Enlightenment, Scientific Revolution, and Age of Exploration
48	B	1	Early Modern World Civilizations: Africa, China, Japan, and the Islamic World
49	D	2	The Legacy of the Roman Empire and the Middle Ages in Western Europe to the 1500s
50	C	1	Early Modern World Civilizations: Africa, China, Japan, and the Islamic World
51	B	3	Early Modern Europe: Renaissance and Reformation, Enlightenment, Scientific Revolution, and Age of Exploration
52	A	3	Early Modern Europe: Renaissance and Reformation, Enlightenment, Scientific Revolution, and Age of Exploration
53	D	1	Early Modern World Civilizations: Africa, China, Japan, and the Islamic World
54	A	3	Early Modern Europe: Renaissance and Reformation, Enlightenment, Scientific Revolution, and Age of Exploration
55	B	2	The Legacy of the Roman Empire and the Middle Ages in Western Europe to the 1500s
56	C	3	Early Modern Europe: Renaissance and Reformation, Enlightenment, Scientific Revolution, and Age of Exploration
57	D	3	Early Modern Europe: Renaissance and Reformation, Enlightenment, Scientific Revolution, and Age of Exploration
58	B	3	Early Modern Europe: Renaissance and Reformation, Enlightenment, Scientific Revolution, and Age of Exploration
59	D	3	Early Modern Europe: Renaissance and Reformation, Enlightenment, Scientific Revolution, and Age of Exploration

Achievement Grade 8 Social Studies Multiple-Choice Answer Keys

Question Number	Answer Key	Reporting Category #	Reporting Category Name
1	A	3	The Young Nation to the Divided Nation (1789-1850)
2	B	1	Colonialism (1600-1750)
3	B	4	The Civil War, Reconstruction, and Westward Expansion (1830-1890)
4	C	2	Development of the American Republic (1720-1789)
5	D	4	The Civil War, Reconstruction, and Westward Expansion (1830-1890)
6	A	2	Development of the American Republic (1720-1789)
7	B	4	The Civil War, Reconstruction, and Westward Expansion (1830-1890)
8	C	3	The Young Nation to the Divided Nation (1789-1850)
9	B	3	The Young Nation to the Divided Nation (1789-1850)
10	C	3	The Young Nation to the Divided Nation (1789-1850)
11	C	4	The Civil War, Reconstruction, and Westward Expansion (1830-1890)
12	D	1	Colonialism (1600-1750)
13	A	3	The Young Nation to the Divided Nation (1789-1850)
14	B	2	Development of the American Republic (1720-1789)
15	B	3	The Young Nation to the Divided Nation (1789-1850)
16	C	4	The Civil War, Reconstruction, and Westward Expansion (1830-1890)
17	A	4	The Civil War, Reconstruction, and Westward Expansion (1830-1890)
18	C	2	Development of the American Republic (1720-1789)
19	C	4	The Civil War, Reconstruction, and Westward Expansion (1830-1890)
20	D	2	Development of the American Republic (1720-1789)
21	C	2	Development of the American Republic (1720-1789)
22	C	1	Colonialism (1600-1750)
23	C	4	The Civil War, Reconstruction, and Westward Expansion (1830-1890)
24	A	4	The Civil War, Reconstruction, and Westward Expansion (1830-1890)
25	C	1	Colonialism (1600-1750)
26	B	2	Development of the American Republic (1720-1789)
27	C	3	The Young Nation to the Divided Nation (1789-1850)
28	B	1	Colonialism (1600-1750)
29	C	3	The Young Nation to the Divided Nation (1789-1850)
30	B	3	The Young Nation to the Divided Nation (1789-1850)
31	C	3	The Young Nation to the Divided Nation (1789-1850)
32	B	1	Colonialism (1600-1750)
33	A	3	The Young Nation to the Divided Nation (1789-1850)
34	B	4	The Civil War, Reconstruction, and Westward Expansion (1830-1890)
35	B	2	Development of the American Republic (1720-1789)
36	B	3	The Young Nation to the Divided Nation (1789-1850)
37	C	2	Development of the American Republic (1720-1789)
38	C	3	The Young Nation to the Divided Nation (1789-1850)
39	C	4	The Civil War, Reconstruction, and Westward Expansion (1830-1890)

Question Number	Answer Key	Reporting Category #	Reporting Category Name
40	A	1	Colonialism (1600-1750)
41	B	3	The Young Nation to the Divided Nation (1789-1850)
42	B	4	The Civil War, Reconstruction, and Westward Expansion (1830-1890)
43	C	2	Development of the American Republic (1720-1789)
44	D	3	The Young Nation to the Divided Nation (1789-1850)
45	A	2	Development of the American Republic (1720-1789)
46	D	4	The Civil War, Reconstruction, and Westward Expansion (1830-1890)
47	C	4	The Civil War, Reconstruction, and Westward Expansion (1830-1890)
48	B	4	The Civil War, Reconstruction, and Westward Expansion (1830-1890)
49	D	3	The Young Nation to the Divided Nation (1789-1850)
50	A	1	Colonialism (1600-1750)
51	B	2	Development of the American Republic (1720-1789)
52	C	3	The Young Nation to the Divided Nation (1789-1850)
53	D	2	Development of the American Republic (1720-1789)
54	C	3	The Young Nation to the Divided Nation (1789-1850)
55	A	4	The Civil War, Reconstruction, and Westward Expansion (1830-1890)
56	C	3	The Young Nation to the Divided Nation (1789-1850)
57	D	4	The Civil War, Reconstruction, and Westward Expansion (1830-1890)
58	B	2	Development of the American Republic (1720-1789)
59	B	1	Colonialism (1600-1750)
60	C	1	Colonialism (1600-1750)

End of Course U.S. History Multiple-Choice Answer Keys

Question Number	Answer Key	Reporting Category #	Reporting Category Name
1	B	4	The Post-War Years to Contemporary United States
2	D	4	The Post-War Years to Contemporary United States
3	C	1	The Rise of Industrial America and the Progressive Era (1877-1920)
4	A	1	The Rise of Industrial America and the Progressive Era (1877-1920)
5	C	1	The Rise of Industrial America and the Progressive Era (1877-1920)
6	C	3	U.S. Policy between the Wars, World War II, and The Cold War
7	C	3	U.S. Policy between the Wars, World War II, and The Cold War
8	A	3	U.S. Policy between the Wars, World War II, and The Cold War
9	B	4	The Post-War Years to Contemporary United States
10	D	1	The Rise of Industrial America and the Progressive Era (1877-1920)
11	B	4	The Post-War Years to Contemporary United States
12	D	1	The Rise of Industrial America and the Progressive Era (1877-1920)
13	B	3	U.S. Policy between the Wars, World War II, and The Cold War
14	D	2	The 1920s and The Great Depression
15	C	4	The Post-War Years to Contemporary United States
16	B	1	The Rise of Industrial America and the Progressive Era (1877-1920)
17	A	4	The Post-War Years to Contemporary United States
18	C	3	U.S. Policy between the Wars, World War II, and The Cold War
19	C	2	The 1920s and The Great Depression
20	A	1	The Rise of Industrial America and the Progressive Era (1877-1920)
21	A	3	U.S. Policy between the Wars, World War II, and The Cold War
22	B	4	The Post-War Years to Contemporary United States
23	C	2	The 1920s and The Great Depression
24	C	4	The Post-War Years to Contemporary United States
25	D	1	The Rise of Industrial America and the Progressive Era (1877-1920)
26	B	3	U.S. Policy between the Wars, World War II, and The Cold War
27	B	1	The Rise of Industrial America and the Progressive Era (1877-1920)
28	D	2	The 1920s and The Great Depression
29	C	4	The Post-War Years to Contemporary United States
30	B	2	The 1920s and The Great Depression
31	C	4	The Post-War Years to Contemporary United States
32	C	4	The Post-War Years to Contemporary United States
33	A	2	The 1920s and The Great Depression
34	A	2	The 1920s and The Great Depression
35	D	2	The 1920s and The Great Depression
36	A	1	The Rise of Industrial America and the Progressive Era (1877-1920)

Question Number	Answer Key	Reporting Category #	Reporting Category Name
37	D	4	The Post-War Years to Contemporary United States
38	A	3	U.S. Policy between the Wars, World War II, and The Cold War
39	B	1	The Rise of Industrial America and the Progressive Era (1877-1920)
40	A	4	The Post-War Years to Contemporary United States
41	C	3	U.S. Policy between the Wars, World War II, and The Cold War
42	B	2	The 1920s and The Great Depression
43	C	1	The Rise of Industrial America and the Progressive Era (1877-1920)
44	A	3	U.S. Policy between the Wars, World War II, and The Cold War
45	A	4	The Post-War Years to Contemporary United States
46	D	1	The Rise of Industrial America and the Progressive Era (1877-1920)
47	A	2	The 1920s and The Great Depression
48	A	1	The Rise of Industrial America and the Progressive Era (1877-1920)
49	C	2	The 1920s and The Great Depression
50	A	3	U.S. Policy between the Wars, World War II, and The Cold War
51	A	3	U.S. Policy between the Wars, World War II, and The Cold War
52	D	3	U.S. Policy between the Wars, World War II, and The Cold War
53	C	4	The Post-War Years to Contemporary United States
54	D	1	The Rise of Industrial America and the Progressive Era (1877-1920)
55	A	2	The 1920s and The Great Depression
56	A	3	U.S. Policy between the Wars, World War II, and The Cold War
57	A	1	The Rise of Industrial America and the Progressive Era (1877-1920)
58	C	3	U.S. Policy between the Wars, World War II, and The Cold War
59	A	4	The Post-War Years to Contemporary United States
60	C	4	The Post-War Years to Contemporary United States

Extended Response Rubric Grades 3 - 5

Score	Social Studies Content	Literacy in Social Studies
4	<p>The student response:</p> <ul style="list-style-type: none"> • Demonstrates a thorough understanding of the knowledge and skills related to the historical period or geographic region indicated in the standard and related to the question. This level of understanding is demonstrated through a clear, focused explanation and thoughtful analysis. • Demonstrates a comprehensive, focused understanding of the content strand(s)—geography, culture, economics, politics, history, and Tennessee connection—referenced in the question. • Addresses all aspects of the question. • Cites evidence from the stimulus (or stimuli) to support all facets of the response. • May contain minor content errors that do not reflect a misunderstanding of primary social studies concepts. 	<p>The student response:</p> <ul style="list-style-type: none"> • Focuses on topics or makes claims directly related to the question. • Introduces the topic or claim with accuracy and clarity and groups related information together. • Develops the topic or claim with facts, definitions, concrete details, quotations, or other information and examples. • Provides a concluding statement or section related to the information or explanation presented. • Links ideas across categories of information. • Consistently utilizes appropriate social studies language and vocabulary correctly to inform or explain the topic. • Produces information appropriate for the task, purpose, and audience. • Demonstrates an overall command of the conventions of standard English grammar, usage, and mechanics, although minor errors may occur, these errors do not detract from overall comprehensibility.
3	<p>The student response:</p> <ul style="list-style-type: none"> • Demonstrates an understanding of the knowledge and skills related to the historical period or geographic region indicated in the standard and related to the question. This level of understanding is demonstrated through an adequate explanation and analysis. • Demonstrates a general understanding of the content strand(s)—geography, culture, economics, politics, history, and Tennessee connection—referenced in the question. • Addresses many aspects of the question. • Cites evidence from the stimulus (or stimuli) to support some facets of the response. • May include content errors that indicate a minor misunderstanding of primary social studies concepts. 	<p>The student response:</p> <ul style="list-style-type: none"> • Focuses on topics or makes claims generally related to the question. • Introduces the topic or claim with adequate clarity and generally groups related information together. • Develops the topic or claim with some facts, definitions, details, quotations, or other information and examples. • Provides a concluding statement or section that is somewhat related to the information or explanation presented. • Identifies some links between ideas across categories of information. • Frequently uses appropriate social studies language and vocabulary to inform or explain the topic. • Produces information generally appropriate for the task, purpose, and audience. • Demonstrates a general command of the conventions of standard English grammar, usage, and mechanics; minor errors detract little from overall comprehensibility.

Extended Response Rubric Grades 3 - 5

2	<p>The student response:</p> <ul style="list-style-type: none"> • Demonstrates a partial understanding of the knowledge and skills related to the historical period or geographic region indicated in the standard and related to the question. The explanation lacks depth and detail, and the analysis lacks focus and clarity. • Demonstrates a partial understanding of the content strand(s)—geography, culture, economics, politics, history, and Tennessee connection—referenced in the question. • Addresses few aspects of the question. • Cites little evidence from the stimulus (or stimuli) to support the response. • May arrive at an acceptable conclusion, but the response might be incomplete, contain content errors, or misuse social studies language and vocabulary. 	<p>The student response:</p> <ul style="list-style-type: none"> • Focuses on topics or makes claims partially related to the question. • Introduces the topic or claim, but with limited clarity and generally does not group related information together. • Develops the topic or claim with some inadequate support of facts, definitions, details, quotations, or other information and examples. • Provides a concluding statement or section with little relation to the information or explanation presented. • Produces some information inappropriate for the task, purpose, or audience. • Describes some links between ideas across categories of information. • Occasionally uses appropriate social studies language and vocabulary to inform or explain the topic. • Demonstrates an occasional command of the conventions of standard English grammar, usage, and mechanics, and these errors detract from overall comprehensibility.
1	<p>The student response:</p> <ul style="list-style-type: none"> • Demonstrates a limited understanding of some of the knowledge and skills related to the historical period or geographic region indicated in the standard and related to the question. • Demonstrates little to no understanding of the content strand(s)—geography, culture, economics, politics, history, and Tennessee connection—referenced in the question. • May address some of the elements of the question, but conclusions are inadequate or inaccurate. • May contain many content errors, flaws in reasoning, or misuse social studies language and vocabulary. 	<p>The student response:</p> <ul style="list-style-type: none"> • Focuses on topics or makes claims unrelated to the question. • Fails to introduce the topic or claim with clarity and does not group related information together. • Develops the topic or claim with little or no support of facts, definitions, details, quotations, or other information and examples. • Fails to provide a concluding statement or section that relates to the information or explanation presented. • Misuses social studies language and vocabulary. • Produces information inappropriate for the task, purpose, or audience. • Demonstrates little to no command of the conventions of standard English grammar, usage, and mechanics, and these errors detract from comprehensibility.

Achievement Social Studies Grade 3 Extended Response Exemplar

Exemplar

The history of the United States has affected the foods people eat and have eaten. The people who lived in the Americas before Europeans arrived had their own foods and methods of cooking. When the Europeans came, the settlers learned about new foods like corn, beans, and turkey from the American Indians. These became a large part of the American diet. Some foods were difficult to grow in the Americas, so the settlers used other foods in their place, such as corn instead of wheat, and honey instead of sugar. As European-Americans spread across the continent, they hunted for food or brought foods that traveled well. Difficult times like the wars changed what people ate too. People in the North during the Civil War ate better than people in the South because their farmers were able to grow more food. During World Wars I and II, people were encouraged to grow their own food to help feed their families and to allow for more food to be shipped overseas. As time passed, more and more foods were made and packaged in factories. These foods were easier to ship and store and changed the way people in the United States ate.

As the United States grew and immigrants came to the United States from many different countries, foods in the United States changed. Immigrants brought their own foods with them and these foods changed and became typical American food. The Germans gave us hamburgers and hot dogs, and the Italians gave us spaghetti and pizza. Mexican and Asian food is now found in all parts of the country and many people eat those foods.

Achievement Social Studies Grade 4 Extended Response Exemplar

Exemplar

The Constitution needs to be ratified because the Founders have worked hard on it, and it was the best they could do. The government needs more power to keep the country safe, and so the Constitution gives the government power to make war and peace, to make treaties with other countries, and to raise taxes to run the country.

The Constitution also tries to form a good government by separating powers into three branches: the legislative, the judicial, and the executive. This will keep a balance, so one section does not become too powerful, and if there are parts of the Constitution that people do not like, they can change those in the future.

Achievement Social Studies Grade 5 Extended Response Exemplar

Exemplar

First, the war was really a problem for France, not for the United States. The Vietnamese were seeking to establish their own country and no longer wanted to be a French colony. The United States had no direct reason, other than a fear of the spread of communism in general, to enter the conflict. Next, vast numbers of U.S. soldiers were required to participate. They had no choice, according to McNamara's memo. Because of the numbers of soldiers required, the United States began drafting young men in large numbers; by the end of the war a lottery system was put into place. Many believed that the air strikes on North Vietnam ordered by President Johnson were based on a false idea that the North Vietnamese attacked our ships a second time. The United States never officially declared war; rather the war was waged by the president who, as commander-in-chief, sent troops into battle. President Nixon approved invading Cambodia and Laos. Many people in the United States saw this as an expansion of the war, even though he had been elected with the promise to end the war. Furthermore, the war was expensive. McNamara wanted an unspecified amount at the beginning of 1966 and planned to ask for more later: "A further supplemental appropriation might be required later in the Fiscal Year." Many people, both military and civilian, were killed in the war (58,220 soldiers, one million civilians). All of these reasons contributed to the controversy about the war.

Extended Response Rubric Grades 6 – 7

Score	Social Studies Content	Literacy in Social Studies
4	<p>The student response:</p> <ul style="list-style-type: none"> • Demonstrates a thorough understanding of the knowledge and skills related to the development of societies and civilizations. This level of understanding is demonstrated through a clear, focused explanation and thoughtful analysis. • Demonstrates a comprehensive, focused understanding of the content strand(s)—geography, culture, economics, politics, history, and Tennessee connection—referenced in the question. • Demonstrates a strong understanding of the historical period referenced in the question. • Addresses all aspects of the question. • Cites evidence from the stimulus (or stimuli) to support all facets of the response. • May contain minor content errors that do not reflect a misunderstanding of primary social studies concepts. 	<p>The student response:</p> <ul style="list-style-type: none"> • Focuses on topics or makes claims directly related to the question. • Introduces the topic or claim with accuracy and clarity. • Develops the topic or claim with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. • Creates cohesion and clarity of relationships among ideas and concepts. • Utilizes appropriate social studies terminology correctly to inform about or explain the topic. • Establishes and maintains an objective tone. • Provides a conclusion that follows from and supports the information or explanation presented. • Produces information appropriate for the task, purpose, and audience. • May contain minor errors in grammar and mechanics, but these errors do not detract from overall comprehensibility.
3	<p>The student response:</p> <ul style="list-style-type: none"> • Demonstrates an understanding of the knowledge and skills related to the development of societies and civilizations. This level of understanding is demonstrated through adequate explanation and analysis. • Demonstrates a general understanding of the content strand(s)—geography, culture, economics, politics, history, and Tennessee connection—referenced in the question. • Demonstrates an understanding of the historical period referenced in the question. • Addresses many aspects of the question. • Cites evidence from the stimulus (or stimuli) to support some facets of the response. • May include content errors that indicate a minor misunderstanding of primary social studies concepts. 	<p>The student response:</p> <ul style="list-style-type: none"> • Focuses on topics or makes claims generally related to the question. • Introduces the topic or claim with adequate clarity. • Develops the topic or claim with some relevant facts, definitions, details, quotations, or other information and examples. • Identifies relationships among ideas and concepts. • Misuses some social studies terminology, creating minor flaws in the information or explanation of the topic. • Establishes and maintains an objective tone. • Provides a conclusion that offers some support for the information or explanation presented. • Produces information generally appropriate for the task, purpose, and audience. • May contain a few errors in grammar and mechanics, but these errors detract little from overall comprehensibility.

Extended Response Rubric Grades 6 – 7

2	<p>The student response:</p> <ul style="list-style-type: none"> • Demonstrates a limited understanding of some of the knowledge and skills related to the development of societies and civilizations, but the explanation lacks depth and detail and the analysis lacks focus and clarity. • Demonstrates a partial understanding of the content strand(s)—geography, culture, society, economics, politics, and Tennessee connection—referenced in the question. • Demonstrates a partial understanding of the historical period referenced in the question. • Addresses few aspects of the question. • Cites little evidence from the stimulus (or stimuli) to support the response. • May arrive at an acceptable conclusion, but the response might be incomplete, contain content errors, or misuse social studies terminology. 	<p>The student response:</p> <ul style="list-style-type: none"> • Focuses on topics or makes claims partially related to the question. • Introduces the topic or claim, but with limited clarity. • Develops the topic or claim with some inadequate support of facts, definitions, details, quotations, or other information and examples. • Describes some of the relationships among ideas and concepts. • Misuses social studies terminology. • Establishes an objective tone, but introduces some unsupported conjectures. • Provides a conclusion with little support for the information or explanation presented. • Produces some information inappropriate for the task, purpose, or audience. • May contain errors in grammar and mechanics that partially detract from overall comprehensibility.
1	<p>The student response:</p> <ul style="list-style-type: none"> • Demonstrates little to no understanding of the knowledge and skills related to the development of societies and civilizations. • Demonstrates little or no understanding of the content strand(s)—geography, culture, society, economics, politics, and Tennessee connection—referenced in the question. • Demonstrates little or no understanding of the historical period referenced in the question. • May address some of the elements of the question, but the conclusions are inadequate or inaccurate. • May contain many content errors, flaws in reasoning, or misuse social studies terminology. 	<p>The student response:</p> <ul style="list-style-type: none"> • Focuses on topics or makes claims unrelated to the question. • Fails to introduce the topic or claim or introduction lacks clarity. • Develops the topic or claim with little or no support of facts, definitions, details, quotations, or other information and examples. • Fails to describe relationships among ideas and concepts. • Misuses social studies terminology. • Fails to establish and maintain an objective tone, introducing opinions and unsupported conjectures. • Fails to provide a conclusion that contains support for the information or explanation presented. • Produces information inappropriate for the task, purpose, or audience. • Contain errors in grammar and mechanics that detract from overall comprehensibility.

Achievement Social Studies Grade 6 Extended Response Exemplar

Exemplar	<p>The Jewish Diaspora had several causes. A civil war among Jewish groups and the destruction of Jerusalem and the Jewish Temple by the Romans started the migrations. Many Jews revolted against their harsh treatment by the Romans, but their revolt was unsuccessful, and the Jews that survived were sold into slavery and dispersed from Palestine and Jerusalem to countries in Africa and Europe. This had a tremendous impact upon the Jews. Jerusalem was the center of Judea, their home for over a millennium. The scattering of the Jews that resulted from the Diaspora forced the Jews to find a means by which to define themselves and their faith beyond the physical location of their historical origins.</p> <p>Jewish leaders like Jochanan ben Zakkai realized that Judaism was not bound up with the Temple, “to perish with it.” They adapted their faith so it was no longer centered on the Temple and thus could be practiced anywhere. The Jews still had “the word of God.” So their leaders determined that since the Temple was gone, “the Law should take its place.” Judaism changed from a religion centered on sacrifice led by the priests of the Temple to one based on the study of the law, or Torah, under the guidance of scholars, known as rabbis.</p> <p>Their leaders also realized that with the destruction of the Temple, new centers would need to be established. Babylon and Palestine became new centers of rabbinical authority. Teachers and schools emerged that became centers of knowledge. Men devoted their lives to the work of preserving the Jewish faith. The Torah and the study of the Jewish law assured the continuation of the Jews and Judaism for the “coming generations.” The result was a religion that had a worldwide impact.</p>
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Achievement Social Studies Grade 7 Extended Response Exemplar

Exemplar	<p>The Italian city-states were ruled by wealthy merchant families like the Medici. Their source of political power was their immense wealth from banking and controlling long-distance trade. The location of the leading city-states on key water routes gave them access to important trade routes. This location gave them connections throughout Europe and beyond. The wealth from trade allowed them to hire standing armies to protect their territory. They also collected taxes, which helped them improve the city and pay for the army and the bureaucrats that ran the city.</p> <p>This situation was different from the structure in the rest of Europe where feudalism was still in force. Under feudalism, warrior families ruled. Their political power was based on ownership of all the land and their military prowess. In the feudal political system, peasants owed allegiance to the nobles. They “paid” a portion of the crops they grew on the nobles’ land in exchange for military protection. The few towns that existed under the feudal system were much smaller and owed their existence to the nobles that ruled the countryside.</p> <p>The economy in the Italian city-states was more prosperous than the economy under feudalism. It was an urban commercial economy based on long-distance trade, which was far more profitable than the small-scale peasant farming associated with the feudal system. Merchants sold goods imported throughout the continent. This process made the economy money-based rather than a bartering economy. Accumulating and using money made the influence of the Italian leaders far-reaching.</p> <p>The Renaissance likely started in the Italian city-states because their political and economic systems were more efficient than those of the rest of Europe, which was still under feudalism. The resulting stability and wealth made them prosperous enough to provide patronage for the artists and thinkers that started the Renaissance. In many cases, they attracted artists and thinkers from Europe and beyond. Additionally, the worldly patrons encouraged a spirit of creation and discovery.</p>
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Extended Response Rubric Grade 8 - U.S. History

Score	Social Studies Content	Literacy in Social Studies
4	<p>The student response:</p> <ul style="list-style-type: none"> • Demonstrates historical awareness, such as an understanding of chronological placement, historical trends, and historical decision-making, through clear, focused explanations and thoughtful analysis. • Demonstrates a comprehensive, focused understanding of the content strand(s)—geography, culture, economics, politics, history, and Tennessee connection—referenced in the question. • Addresses all aspects of the question. • Cites evidence from the stimulus (or stimuli) to support all facets of the response. • Consistently exhibits proper use of historical data related to the question, such as comparing and contrasting information, explaining cause-and-effect relationships, and supporting inferences or conclusions. • May include minor content errors that do not reflect a misunderstanding of primary social studies concepts. 	<p>The student response:</p> <ul style="list-style-type: none"> • Focuses on topics or makes claims directly related to the question. • Introduces the topic or claim with accuracy and clarity. • Provides an analysis of the topic or claim consistently using relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. • Creates cohesion and clarity of relationships among ideas and concepts. • Utilizes appropriate social studies terminology to inform about or explain the topic. • Establishes and maintains an objective tone. • Provides a conclusion that follows from and is supported by the information or explanation presented. • May contain minor errors in grammar and mechanics that do not detract from overall comprehensibility.
3	<p>The student response:</p> <ul style="list-style-type: none"> • Demonstrates historical awareness, such as an understanding of chronological placement, historical trends, and historical decision-making, through adequate explanation and analysis. • Demonstrates a general understanding of the content strand(s)—geography, culture, economics, politics, history, and Tennessee connection—referenced in the question. • Addresses many aspects of the question. • Cites evidence from the stimulus (or stimuli) to support some facets of the response. • Frequently exhibits proper use of historical data related to the question, such as comparing and contrasting information, explaining cause-and-effect relationships, and supporting inferences or predictions. • May include content errors that indicate a minor misunderstanding of primary social studies concepts. 	<p>The student response:</p> <ul style="list-style-type: none"> • Focuses on topics or makes claims generally related to the question. • Introduces the topic or claim with adequate clarity. • Provides an analysis of the topic or claim frequently using relevant facts, definitions, details, or other information and examples. • Identifies relationships among ideas and concepts. • Misuses some social studies terminology, creating minor flaws in the information or explanation of the topic. • Establishes and maintains an objective tone. • Provides a conclusion that offers some support for the information or explanation presented. • Produces information generally appropriate for the task, purpose, and audience. • May contain a few errors in grammar and mechanics that detract little from overall comprehensibility.

Extended Response Rubric Grade 8 - U.S. History

2	<p>The student response:</p> <ul style="list-style-type: none"> • Demonstrates some historical awareness, such as an understanding of chronological placement, historical trends, and historical decision-making, but explanations often lack depth and detail, and analysis lacks focus and clarity. • Demonstrates a partial understanding of the content strand(s)—geography, culture, economics, politics, history, and Tennessee connection—referenced in the question. • Addresses few aspects of the question. • Cites little evidence from the stimulus (or stimuli) to support the response. • Occasionally exhibits proper use of historical data related to the question, such as comparing and contrasting information, explaining cause-and-effect relationships, and supporting inferences or conclusions. • May arrive at an acceptable conclusion, but the response might be incomplete, contain content errors, or misuse social studies terminology. 	<p>The student response:</p> <ul style="list-style-type: none"> • Focuses on topics or makes claims partially related to the question. • Introduces the topic or claim, but with limited clarity. • Provides an analysis of the topic or claim occasionally using adequate support of facts, definitions, details, or other information and examples. • Describes some of the relationships among ideas and concepts. • Misuses social studies terminology. • Establishes an objective tone, but introduces some unsupported conjectures. • Provides a conclusion with little support for the information or explanation presented. • Produces some information inappropriate to the task, purpose, or audience. • May contain errors in grammar and mechanics that partially detract from overall comprehensibility.
1	<p>The student response:</p> <ul style="list-style-type: none"> • Demonstrates little to no historical awareness, such as an understanding of chronological placement, historical trends, and historical decision-making, with explanations that contain little depth and detail, and analysis that has little focus or clarity. • Demonstrates little to no understanding of the content strand(s)—geography, culture, economics, politics, history, and Tennessee connection—referenced in the question. • May address some of the elements of the question, but the conclusions are inadequate or inaccurate. • Rarely exhibits proper use of historical data related to the question, such as comparing and contrasting information, explaining cause-and-effect relationships, and supporting inferences or conclusions. • May contain many content errors, flaws in reasoning, or misuse of social studies terminology. 	<p>The student response:</p> <ul style="list-style-type: none"> • Focuses on topics or makes claims unrelated to the question. • Fails to introduce the topic or claim or introduction lacks clarity. • Provides an analysis of the topic or claim using little or no support of facts, definitions, details, quotations, or other information and examples. • Fails to describe relationships among ideas and concepts. • Misuses social studies terminology. • Fails to establish and maintain an objective tone, introducing opinions and unsupported conjectures. • Fails to provide a conclusion that contains support for the information or explanation presented. • Produces information inappropriate to the task, purpose, or audience. • Contains errors in grammar and mechanics that detract from overall comprehensibility.

Achievement Social Studies Grade 8 Extended Response Exemplar

Exemplar

U.S. traditions and folklore are full of iconic characters. Many of these colorful characters originated from life in the West, including the iconic cowboy, now glamorized in stories and movies. However, the truth about the lifestyle of the cowboy indicates very little glamour.

With the opening of the western frontier following the Civil War, thousands of exsoldiers and their families made their way to territories beyond the Mississippi. Many former slaves and their families made the same trek. They discovered that opportunities were waiting for them, as long as they were willing to work long, hard hours each day. The West provided huge tracts of land that had once been controlled by American Indians and were often still troubled by raids and attacks. Because there was a great need for food to be shipped back East to the ever-growing cities, these wide-open spaces were claimed by pioneers to farm or ranch. Wild longhorn cattle roamed the open ranges of the prairies, seemingly waiting for ranchers to round them up and drive them to railroad junctions for shipment to the new markets.

The day-to-day care of the cattle herds fell to the cowboys, working in all kinds of weather with little rest, the stars (or sometimes a tent) for shelter, and beef and beans for breakfast, lunch, and supper. The U.S. cowboys, more than 25% of whom were African Americans, followed in the footsteps of the Spanish vaqueros who had set the standard for the skills necessary to survive the plains. The cowboys copied the clothing of the vaqueros, from wide-brimmed hats for protection from the Sun to bandanas for protection from the dust kicked up by the cattle herds. Chaps made the long days in the saddle a little easier. The six-shooter was necessary in case rustlers unexpectedly showed up. Many cowboys, such as John Robinson and Lee D. Leverett, started their careers at an early age. They quickly learned to ride and rope and do all the jobs required of a cowhand, like stopping a dangerous stampede or dealing with rustlers. While on the range, cowboys had to make their own entertainment—cards, roping, target shooting, or, as Leverett stated, “anything else that struck our fancy.” Modern rodeos are the result of their attempts to entertain themselves.

Even though the cowboys’ lifestyle became glamorized through stories, movies, and television, the truth was that their life was difficult. Long, hard days, sometimes with little or no water, were typical of the cattle drives. Dangerous storms arrived with little warning; the winters were cold and the summers were hot. But most cowboys survived these difficulties, helping to open the West for thousands of settlers who built thriving towns and cities. Throughout the western United States, cities such as Ft. Worth, Texas, are still influenced by the culture and traditions of the iconic cowboy.

End of Course U.S. History Extended Response Exemplar

Exemplar	<p>The election of 2000 was historic in many ways. First of all, it was one of the few presidential elections in which the candidate that won the popular vote did not win the majority of the electoral college votes. More importantly, it is the only presidential election where the Supreme Court directly affected the outcome. The main issue in the election was the counting of votes in Florida, where only 500 or so votes separated the candidates. However, there were irregularities in the voting due to different voting machines, and Al Gore wanted the votes recounted. Though the courts initially ruled in Gore's favor to ensure that no voters were accidentally disenfranchised, the Supreme Court overturned the decision, ruling that the recount must stop.</p> <p>The Supreme Court argued that although the Constitution requires that the right to vote be protected, voting rights do not end once the vote is cast. Since the state did not have a clear, statewide procedure for recounting the votes, the Court argued that the recounting process might disenfranchise voters in a random way by valuing "one person's vote over that of another." The decision explained that statewide consistency was necessary, both in voting and in the recounting process. Recounting the votes without consistent procedures would violate the equal protection clause of the Constitution. Therefore all of the votes must be recounted or none of them, and there was not time to recount them all.</p> <p>As a result of the election and the Supreme Court decision, many states revisited their voting procedures. In doing so, many states adopted statewide procedures for voting. This eliminated the situation that had arisen in Florida in which different districts were using different methods or machines for voting. Many states also created standardized procedures for recounting votes in the case of disputed elections.</p>
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