

Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD)

Practice Test Scoring Guide



Social Studies

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**AASCD High School Social Studies
Practice Test Scoring Guide
Content Summary and Answer Key**

Question No.	Extended Standard	Item Target Level	Access Limitations	Answer Key	Reporting Category
1	Identify a method of change to the U.S. Constitution. (AMG.9-12.7c)	Moderate	None	B	American Government
2	Distinguish between goods and services. (EFL.9-12.3c)	Low	None	A	Economics and Financial Literacy and World Geography
3	Identify a right listed in the Northwest Ordinance. (AMH.9-12.5c)	Low	None	A	American History
4	Sort maps based on their purpose. (WG.9-12.1c)	Low	None	A	Economics and Financial Literacy and World Geography
5	Compare products produced in various regions or nations to determine the advantages. (EFL.9-12.9a)	High	None	B	Economics and Financial Literacy and World Geography
6	Describe the growth and use of computers in one or more facet(s) of daily life. (AMH.9-12.31b)	Moderate	None	C	American History
7	Describe physical and human characteristics of a region. (WG.9-12.13b)	Moderate	None	A	Economics and Financial Literacy and World Geography
8	Distinguish between immigration and internal migration and explain why a person might migrate or immigrate. (AMH.9-12.10a)	High	None	B	American History
9	Describe how the United States tried to contain communism during the Cold War. (AMH.9-12.23a)	High	None	A	American History
10	Actively participate in a group activity to make a change in the school. (AMG.9-12.17c)	Low	None	B	American Government

Question No.	Extended Standard	Item Target Level	Access Limitations	Answer Key	Reporting Category
11	Select and/or use relevant and credible informational sources to investigate a current issue. (AMG.9-12.3a)	High	None	A	American Government
12	Define the Harlem Renaissance, African-American migration, women's suffrage and Prohibition. (AMH.9-12.18b)	Moderate	None	C	American History
13	Explain the impact immigration has for a geographical area (e.g., new stores, restaurants, buildings, parks, etc.). (WG.9-12.9a)	High	None	C	Economics and Financial Literacy and World Geography
14	Given a thesis, identify a piece of evidence that supports it. (AMH.9-12.2b)	Moderate	None	C	American History
15	Explain how the Ohio Constitution works together with the federal Constitution to protect people in Ohio. (AMG.9-12.16b)	Moderate	None	B	American Government
16	Identify different ways to borrow money. (EFL.9-12.20b)	Moderate-High	None	C	Economics and Financial Literacy and World Geography
17	Explain ways the different people/groups in government can limit each other's powers (e.g., checks and balances). (AMG.9-12.12a)	High	None	A	American Government
18	Categorize ills of American society as stemming from industrial capitalism, urbanization or political corruption. (AMH.9-12.13b)	High	None	B	American History
19	Summarize a civil liberty protected in the Bill of Rights. (AMG.9-12.8a)	High	None	C	American Government
20	Identify key principles of the U.S. Constitution that provide the structure to the government of the United States. (AMG.9-12.5b)	Moderate	None	C	American Government

Complexity Levels




The Ohio Learning Standards-Extended include three levels from “most complex” to “least complex”. The complexity levels are comprised of three targets of varying difficulty aligned to each standard from the OLS. The extensions are codified individually for clear designation. The last letter in the extension code indicates the complexity level: “a” denotes the highest level of complexity, “b” denotes the middle complexity level and “c” denotes the lowest complexity level. In some instances, the verb of the extension is tiered to increase or decrease the complexity level. In other cases, the concept or skill within the OLS is tiered across the three complexity levels. It is important to move from left to right when reading the extensions. To determine where instruction should begin, educators should start with the general standard and then progress down through the complexity levels until finding the optimum starting point. It’s important to note that no one should categorize students according to an extension level. Instead, instruction should build skills across the extensions to the highest level possible based on individual student strengths which may vary across standards. Ideally, when educators apply these extensions within each grade level, one should see instruction occurring at all ranges of complexity. When citing standards for lesson and/or assessment design, educators should include the full complexity range, including the general standard. Citing standards in this way acknowledges a range of entry points and a range of learning progressions.

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Question 1

Question 1

What is a “constitutional amendment”?

a new constitution	a change that is made to the Constitution	a place where you can read the Constitution
		

Answer Key: B

Extended Standard: Identify a method of change to the U.S. Constitution. (AMG.9-12.7c)

Item Target Level: Moderate

Access Limitation: None

Notes on Scoring

The student identified that a constitutional amendment is a change that is made to the Constitution, providing evidence of the ability to identify a method of change to the U.S. Constitution.

Question 1 Full Script

What is a “constitutional amendment”?







- A. a new constitution
- B. a change that is made to the Constitution
- C. a place where you can read the Constitution

**High School Social Studies
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Question 2

Question 2

There are goods and services. Which is a good?

<p>bicycle</p> 	<p>bus driver</p> 	<p>car mechanic</p> 
		

Answer Key: A

Extended Standard: Distinguish between goods and services.
(EFL.9-12.3c)

Item Target Level: Low

Access Limitation: None

Notes on Scoring

The student identified that a bicycle is a good, providing evidence of the ability to distinguish between goods and services.

Question 2 Full Script

There are goods and services. Which is a good?

- A. a bicycle
- B. a bus driver
- C. a car mechanic

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Question 3

Question 3

What is a right that is listed in the Northwest Ordinance?



Answer Key: A

Extended Standard: Identify a right listed in the Northwest Ordinance. (AMH.9-12.5c)

Item Target Level: Low

Access Limitation: None

Notes on Scoring

The student identified the right to a jury trial, providing evidence of the ability to identify a right listed in the Northwest Ordinance.

Question 3 Full Script

What is a right that is listed in the Northwest Ordinance?

- A. the right to a jury trial
- B. the right to drive a car
- C. the right to own a house

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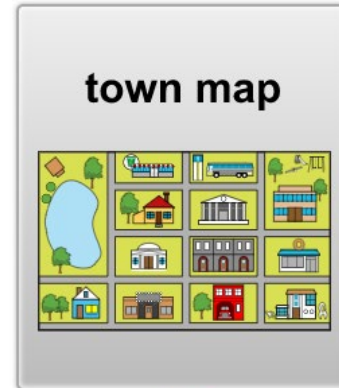
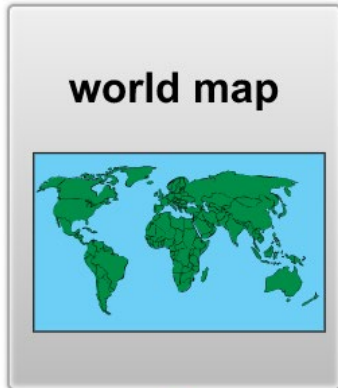
Question 4*

***Note Regarding the Early Stopping Rule for AASCD**

There may be instances where the district has not yet determined a student's mode of communication. For students that are unable to provide a discernible response to an item, the test administrator can select the "Mark as No Response" option from the context menu within the practice tests. The practice test site has a built-in early stopping rule, which will automatically stop the practice test if the "Mark as No Response" option is submitted as the response for all four of the first four items for that test subject.

Question 4

Which map shows different countries?



Answer Key: A

Extended Standard: Sort maps based on their purpose. (WG.9-12.1c)

Item Target Level: Low

Access Limitation: None

Notes on Scoring

The student identified that the world map shows different countries, providing evidence of the ability to sort maps based on their purpose.

Question 4 Full Script

Which map shows different countries?

- A. a world map
- B. a United States map
- C. a town map

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Question 5

Question 5

Country A has fertile farmland but no factories. Country B has many factories but poor soil for farming.

What can Country A do better than Country B?

produce oil

grow food

build computers



Answer Key: B

Extended Standard: Compare products produced in various regions or nations to determine the advantages. (EFL.9-12.9a)

Item Target Level: High

Access Limitation: None

Notes on Scoring

The student identified that Country A grows food, providing evidence of the ability to compare products produced in various regions or nations to determine the advantages.

Question 5 Full Script

Country A has fertile farmland but no factories. Country B has many factories but poor soil for farming.

What can Country A do better than Country B?




- A. produce oil
- B. grow food
- C. build computers

**High School Social Studies
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Question 6

Question 6

What do computers help people do?

cut grass	take showers	send messages
		

Answer Key: C

Extended Standard: Describe the growth and use of computers in one or more facet(s) of daily life. (AMH.9-12.31b)

Item Target Level: Moderate

Access Limitation: None

Notes on Scoring

The student identified that computers help people send messages, providing evidence of the ability to describe the growth and use of computers in one or more facets of daily life.

Question 6 Full Script

What do computers help people do?

- A. cut grass
- B. take showers
- C. send messages

**High School Social Studies
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Question 7

Question 7

North America is a geographic region.

Which is a human characteristic of North America?

cities

deserts

mountains



Answer Key: A

Extended Standard: Describe physical and human characteristics of a region. (WG.9-12.13b)

Item Target Level: Moderate

Access Limitation: None

Notes on Scoring

The student identified cities as a human characteristic of North America, providing evidence of the ability to describe human characteristics of a region.

Question 7 Full Script

North America is a geographic region.

Which is a human characteristic of North America?

- A. cities
- B. deserts
- C. mountains

**High School Social Studies
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Question 8

Question 8

An internal migrant is a person who moves from one part of a country to a different part of the same country.

How is an immigrant different from an internal migrant?

An immigrant always stays in one place.



An immigrant moves from one country to another country.



An immigrant never lives anywhere for more than a few weeks.



Answer Key: B

Extended Standard: Distinguish between immigration and internal migration and explain why a person might migrate or immigrate. (AMH.9-12.10a)

Item Target Level: High

Access Limitation: None

Notes on Scoring

The student identified that an immigrant moves from one country to another, providing evidence of the ability to distinguish between immigration and internal migration and explain why a person might migrate or immigrate.

Question 8 Full Script

An internal migrant is a person who moves from one part of a country to a different part of the same country.

How is an immigrant different from an internal migrant?

- A. An immigrant always stays in one place.
- B. An immigrant moves from one country to another country.
- C. An immigrant never lives anywhere for more than a few weeks.

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Question 9

Question 9

What did the United States do during the Cold War to stop communism from spreading?

fought a war in Vietnam



became allies with China



joined the League of Nations



Answer Key: A

Extended Standard: Describe how the United States tried to contain communism during the Cold War. (AMH.9-12.23a)

Item Target Level: High

Access Limitation: None

Notes on Scoring

The student identified that the United States fought a war in Vietnam to stop communism from spreading, providing evidence of the ability to describe how the United States tried to contain communism during the Cold War.

Question 9 Full Script

What did the United States do during the Cold War to stop communism from spreading?

- A. fought a war in Vietnam
- B. became allies with China
- C. joined the League of Nations

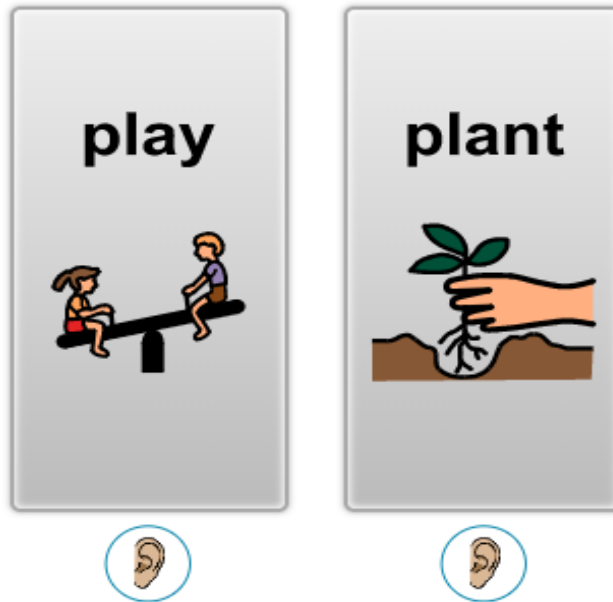
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Question 10

Question 10

Rob has joined a club that improves the outside of his school.

What can the club do to improve the outside of Rob's school?



Answer Key: B

Extended Standard: Actively participate in a group activity to make a change in the school. (AMG.9-12.17c)

Item Target Level: Low

Access Limitation: None

Notes on Scoring

The student identified that the club can plant flowers outside of Rob's school, providing evidence of the ability to actively participate in a group activity to make a change in the school.

Question 10 Full Script

Rob has joined a club that improves the outside of his school.

What can the club do to improve the outside of Rob's school?

- A. play in the playground
- B. plant flowers

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Question 11

Question 11

Scott is learning about the rights of citizens in the United States.

What is a credible source of information that will help Scott learn about this topic?



Answer Key: A

Extended Standard: Select and/or use relevant and credible informational sources to investigate a current issue. (AMG.9-12.3a)

Item Target Level: High

Access Limitation: None

Notes on Scoring

The student identified that the United States Constitution is a credible source of information to learn about the rights of citizens, providing evidence of the ability to use relevant and credible informational sources to investigate a current issue.

Question 11 Full Script

Scott is learning about the rights of citizens in the United States.

What is a credible source of information that will help Scott learn about this topic?




- A. the United States Constitution
- B. a list of presidents of the United States
- C. a photograph of the United States flag

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Question 12

Question 12

During Prohibition, what was against the law?

selling cars	selling farm goods	selling alcoholic drinks
		

Answer Key: C

Extended Standard: Define the Harlem Renaissance, African-American migration, women's suffrage and Prohibition. (AMH.9-12.18b)

Item Target Level: Moderate

Access Limitation: None

Notes on Scoring

The student identified that selling alcoholic drinks was against the law, providing evidence of the ability to define Prohibition.

Question 12 Full Script

During Prohibition, what was against the law?

- A. selling cars
- B. selling farm goods
- C. selling alcoholic drinks

**High School Social Studies
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Question 13

Question 13

Many people from other countries come to live in cities in the United States. These people are called immigrants.

How can immigration change life inside a city?

It creates more farmland.



People speak fewer languages.



New shops and businesses open.



Answer Key: C

Extended Standard: Explain the impact immigration has for a geographical area (e.g., new stores, restaurants, buildings, parks, etc.). (WG.9-12.9a)

Item Target Level: High

Access Limitation: None

Notes on Scoring

The student identified that new shops and businesses opening can change life inside a city, providing evidence of the ability to explain the impact immigration has for a geographical area.

Question 13 Full Script

Many people from other countries come to live in cities in the United States. These people are called immigrants.

How can immigration change life inside a city?

- A. It creates more farmland.
- B. People speak fewer languages.
- C. New shops and businesses open.

**High School Social Studies
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Question 14

Question 14

“The Cold War was a dangerous time for the United States.”

Which piece of evidence could help support this statement?

a map of the United States

a picture of George Washington

a timeline of events in United States history



Answer Key: C

Extended Standard: Given a thesis, identify a piece of evidence that supports it. (AMH.9-12.2b)

Item Target Level: Moderate

Access Limitation: None

Notes on Scoring

The student identified a timeline of events in United States history, providing evidence of the ability to identify a piece of evidence that supports a thesis.

Question 14 Full Script

“The Cold War was a dangerous time for the United States.”

Which piece of evidence could help support this statement?

- A. a map of the United States
- B. a picture of George Washington
- C. a timeline of events in United States history

**High School Social Studies
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Question 15

Question 15

Which right do both the United States Constitution and the Ohio Constitution protect?

the right to drive a car



the right to free speech



the right to own a house



Answer Key: B

Extended Standard: Explain how the Ohio Constitution works together with the federal Constitution to protect people in Ohio. (AMG.9-12.16b)

Item Target Level: Moderate

Access Limitation: None

Notes on Scoring

The student identified the right to free speech as a right in both the United States Constitution and Ohio Constitution, providing evidence of the ability to explain how the Ohio Constitution works together with the federal Constitution to protect people in Ohio.

Question 15 Full Script

Which right do both the United States Constitution and the Ohio Constitution protect?

- A. the right to drive a car
- B. the right to free speech
- C. the right to own a house

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Question 16


Question 16

What is one way to borrow money?

by asking a doctor's office

by asking a restaurant

by asking a bank



Answer Key: C

Extended Standard: Identify different ways to borrow money.
(EFL.9-12.20b)

Item Target Level: Moderate-High

Access Limitation: None

Notes on Scoring

The student identified that one way to borrow money is by asking a bank, providing evidence of the ability to identify different ways to borrow money.

Question 16 Full Script

What is one way to borrow money?

- A. by asking a doctor's office
- B. by asking a restaurant
- C. by asking a bank

**High School Social Studies
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Question 17

Question 17

How can the president of the United States limit the power of Congress?

by vetoing a bill passed by Congress	by making a new law that closes Congress	by choosing representatives to serve in Congress
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Answer Key: A

Extended Standard: Explain ways the different people/groups in government can limit each other's powers (e.g., checks and balances). (AMG.9-12.12a)

Item Target Level: High

Access Limitation: None

Notes on Scoring

The student identified that the president of the United States can limit the power of Congress by vetoing a bill passed by Congress, providing evidence of the ability to explain ways the different people or groups in government can limit each other's powers.

Question 17 Full Script

How can the president of the United States limit the power of Congress?

- A. by vetoing a bill passed by Congress
- B. by making a new law that closes Congress
- C. by choosing representatives to serve in Congress

**High School Social Studies
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Question 18

Question 18

During the late 1800s, many factories were built in cities in the United States.

What was a problem inside many of these factories?



Answer Key: B

Extended Standard: Categorize ills of American society as stemming from industrial capitalism, urbanization or political corruption. (AMH.9-12.13b)

Item Target Level: High

Access Limitation: None

Notes on Scoring

The student identified that dangerous working conditions was a problem in many factories in the late 1800s, providing evidence of the ability to categorize ills of American society stemming from industrial capitalism.

Question 18 Full Script

During the late 1800s, many factories were built in cities in the United States.

What was a problem inside many of these factories?

- A. overcrowding of families
- B. dangerous working conditions
- C. elected leaders breaking the law

**High School Social Studies
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Question 19

Question 19

The United States Bill of Rights guarantees freedom of assembly.

What does “freedom of assembly” mean?

People are allowed to own property.



People are allowed to serve on a jury.



People are allowed to meet in groups.



Answer Key: C

Extended Standard: Summarize a civil liberty protected in the Bill of Rights. (AMG.9-12.8a)

Item Target Level: High

Access Limitation: None

Notes on Scoring

The student identified that freedom of assembly means that people are allowed to meet in groups, providing evidence of the ability to summarize a civil liberty protected in the Bill of Rights.

Question 19 Full Script

The United States Bill of Rights guarantees freedom of assembly.

What does “freedom of assembly” mean?

- A. People are allowed to own property.
- B. People are allowed to serve on a jury.
- C. People are allowed to meet in groups.

**High School Social Studies
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Question 20

Question 20

In the United States, the federal government shares power with state governments.

What is this sharing of power called?

communism

democracy

federalism



Answer Key: C

Extended Standard: Identify key principles of the U.S. Constitution that provide the structure to the government of the United States. (AMG.9-12.5b)

Item Target Level: Moderate

Access Limitation: None

Notes on Scoring

The student identified that the sharing of power between the federal government and state governments is called federalism, providing evidence of the ability to identify key principles of the U.S. Constitution that provide the structure to the government of the United States.

Question 20 Full Script

In the United States, the federal government shares power with state governments.

What is this sharing of power called?

- A. communism
- B. democracy
- C. federalism