

# OKLAHOMA SCHOOL TESTING PROGRAM

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PARENT, STUDENT, AND TEACHER GUIDE

College- and Career-Readiness Assessment:  
**SCIENCE CONTENT**  
**and U.S. HISTORY CONTENT**

2019–2020 **GRADE 11**



OKLAHOMA STATE DEPARTMENT OF  
**EDUCATION**  
— CHAMPION EXCELLENCE —

**College- and Career-Readiness Assessments:  
Science and U.S. History Content  
Administration Dates**

**Online Testing Window  
April 1–24, 2020**

**Paper Testing\* Window  
April 1–17, 2020**

\*under special circumstances only



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JOY HOFMEISTER

STATE SUPERINTENDENT *of* PUBLIC INSTRUCTION  
OKLAHOMA STATE DEPARTMENT *of* EDUCATION

Dear Families and Educators,

In order to expand instructional time and optimize student learning, we have pushed back the Oklahoma School Testing Program (OSTP) to the final weeks of the school year for elementary and middle school students. Districts may select the dates that best fit their academic calendars between April 20-May 15. Preliminary test results will be available online to families through the Oklahoma Parent Portal in early June.

To access the Oklahoma Parent Portal and view past or new test results for your student, visit <https://okparentportal.emetric.net/login>. To create an account, you will need your student's 10-digit Student Testing Number and date of birth. If you do not know your student's Student Testing Number, please contact your student's school. The Oklahoma Parent Portal can help families monitor academic progress over time as well as provide specific information on needed support or enrichment to keep the momentum building.

For an overview of the tests and digital version of the OSTP Parent, Student and Teacher Guides please visit <https://sde.ok.gov/assessment-guidance>. In the guides, you will find an explanation of what is covered in each test and sample questions to become familiar with the test format. These will help you and your student understand what to expect.

OSTP tests measure your student's progress in learning the Oklahoma Academic Standards for English language arts, mathematics and science. To learn more about the subject standards, which show what students should know and be able to do in each grade level, please visit <https://sde.ok.gov/oklahoma-academic-standards>.

If you have questions, please contact your school or the State Department of Education at (405) 521-3341 or [assessments@sde.ok.gov](mailto:assessments@sde.ok.gov).

Sincerely,

A handwritten signature in cursive script, reading "Joy Hofmeister".

Joy Hofmeister  
State Superintendent of Public Instruction

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## **THE OKLAHOMA SCHOOL TESTING PROGRAM**

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State and federal laws require all students to be assessed in English Language Arts (ELA), math, science, and U.S. History once in high school. These assessments provide valuable indicators of career readiness and provide guidance for coursework needed in the senior year. Results from College- and Career-Readiness Assessment (CCRA) can be used to inform school or district level changes to programs and curriculum. They also help schools measure how students in a given class, school, or district are performing in relation to other students who take the same test. As such, college and career readiness assessments serve as a component of the Oklahoma School Report Card to meet state and federal accountability requirements.

This year, students enrolled in Grade 11 will take the following assessments:

- Each district will administer either the SAT or ACT, including the writing section. The SAT or ACT will be delivered through an online platform.
- Students will take the College- and Career-Readiness Assessment: Science Content and U.S. History Content, both aligned to the Oklahoma Academic Standards and delivered through an online platform.

### **Helping Your Student Be Ready**

There are a number of ways that you can support your student's learning habits on a daily basis that will help him or her be more prepared when it's time to be tested.

Here are some ideas for your student to think about before taking a test.

- Make sure that your student has taken the practice tests offered so that they are familiar with the platforms and tools available.
- Make sure your student gets plenty of rest and has a well-balanced diet.
- Reassure your student that the test is just one opportunity to show what he or she knows. Classwork, projects, and other tests also show how much a student has learned throughout the year.

## CCRA: SCIENCE CONTENT

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Given that the SAT does not offer a science component and the ACT only assesses science-reasoning skills, the Oklahoma School Testing Program College- and Career-Readiness Assessment must include an independent science test to assess the full depth and breadth of the Oklahoma Academic Standards (OAS) as shown in the blueprint. The test blueprint describes the content and structure of the test and defines the target number of test items by reporting category for the CCRA: Science Content.

### What is my student learning?

The Grade 11 College- and Career-Readiness Assessment: Science Content provides one measure of student understanding of The Oklahoma Academic Standards for Science. Students in high school continue to develop their understanding of the eight core ideas in the physical and life sciences. These ideas include the most fundamental concepts from chemistry, physics, and the life sciences. Students learn about these concepts by making connections with the crosscutting concepts, and by exploring them through the eight science and engineering practices:

- Asking Questions and Defining Problems
- Developing and Using Models
- Planning and Carrying Out Investigations
- Analyzing and Interpreting Data
- Using Mathematics and Computational Thinking
- Constructing Explanations and Designing Solutions
- Engaging in Argument from Evidence
- Obtaining, Evaluating, and Communicating Information

### How can I help my student at home?

- Discuss what your student is doing in school with them and ask them to explain it to you.
- Be open to exploring questions when you don't know the answer. Learning together with your student encourages scientific, evidence-based thinking and shows that learning is a lifelong process.
- Discuss current events about scientific discoveries with your student.
- Encourage your student to ask and research questions about common daily occurrences. Everyday questions may include:
  - Why does satellite TV not work during a storm?
  - Why is it necessary to unscrew hoses from the spigot in the winter?
  - Why can't metal go in a microwave?
  - Why is it important to keep space between vehicles when driving?
  - Why does a large truck take longer to stop than a smaller car?
  - Why is skin drier in the winter than in the summer?

## CCRA: Science Content Practice Questions

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The practice questions you see here represent the types of questions and interactions your student will see when they take the state test. The tests are designed to be administered on the computer and feature a variety of tools and interactive questions that are more engaging and aligned with 21st century teaching and learning practices. The platform can be accessed using the information shown below:

**URL:** <https://okpracticetest.measuredprogress.org/student/login>

Login credentials are not required for the Practice Test. Use the drop-down menu under “Select a Test” to select CCRA Practice Test. Then click “Go.”

**Note:** If login credentials are requested, clear your browser’s cache and relaunch the Practice Test.

Student performance on the sample items provided on the platform and in this guide does not predict a student’s overall performance on the CCRA: Science Content. The purpose of the sample items is to allow students and parents to familiarize themselves with the types of questions that may be seen. An explanation as to why a particular response is correct or incorrect can be found at the end of this guide with the answer key.

Students will have access to a periodic table reference sheet as well as to a scientific calculator to use during the CCRA: Science Content. The reference sheet is available at [oklahoma.onlinehelp.cognia.org/reference-sheets/](https://oklahoma.onlinehelp.cognia.org/reference-sheets/). For the calculator policy, visit <https://sde.ok.gov/sites/ok.gov.sde/files/CalculatorPolicy17-18%20ver%202.pdf>.

For more information about the Grade 11 CCRA: Science Content and/or the Oklahoma Academic Standards, visit the Test Blueprint and Item Specifications at: [https://sde.ok.gov/sites/default/files/OK\\_19-20\\_TIS\\_Sci\\_G11.pdf](https://sde.ok.gov/sites/default/files/OK_19-20_TIS_Sci_G11.pdf).



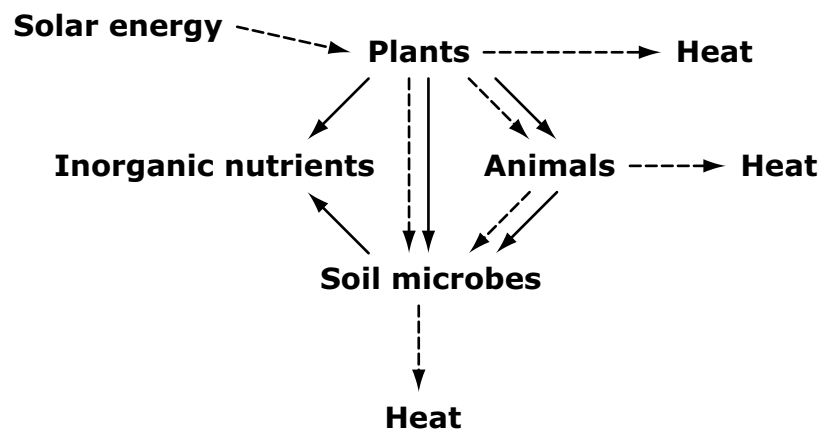
## Directions

Read each question and choose the best answer. Then mark your answer on the answer document. Make sure you find the question number on the answer document that matches the question number in the Science Test.

Study the information. Then answer the following four questions.

A group of students studied a grassland ecosystem. The students learned that biomass is a measure of the amount of matter in an ecosystem. They also learned that energy is primarily transferred through an ecosystem in the form of food. The students created a diagram to show what they learned.

### Matter and Energy Flow in a Grassland Ecosystem



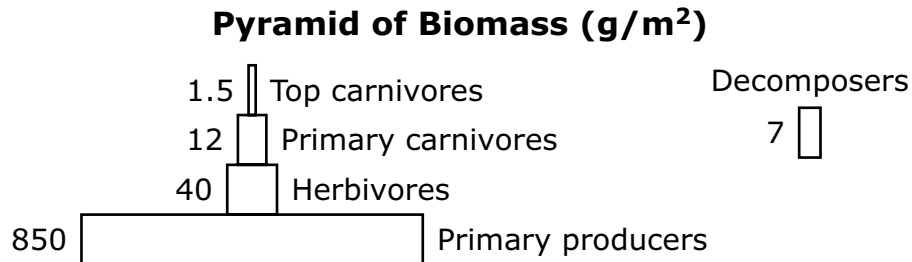
#### Key

- Matter
- - -→ Energy

After the students created the diagram, their teacher asked them to answer this question: *How is biomass related to energy flow in the grassland ecosystem?*



To help them answer the question, the students found biomass data. They created this second diagram to illustrate the data.



- 1** A student makes a claim about how the heat energy shown in the diagram "Matter and Energy Flow in a Grassland Ecosystem" helps explain the amounts of biomass shown in the diagram "Pyramid of Biomass."

**Claim:** As heat energy is released by consumers, less heat is available to organisms at the next level. Therefore the higher pyramid levels contain less biomass.

**Which statement best analyzes the student's claim?**

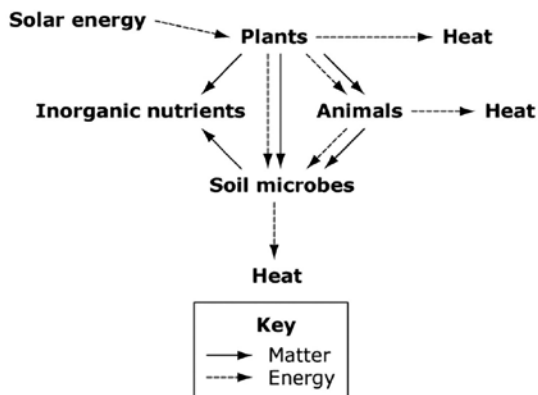
- A** The claim is supported; organisms store heat energy in food to produce biomass, and the available heat energy decreases at the higher levels.
- B** The claim is supported; the amount of biomass stored at higher levels is very small, and small amounts of biomass show that energy and matter are lost from a system.
- C** The claim is rejected; heat energy flows in all directions among the levels, and this allows food energy to be stored within biomass at all levels.
- D** The claim is rejected; energy from food is used to produce biomass, and the conversion of some of this energy to heat in each level reduces energy to be stored in biomass.



2

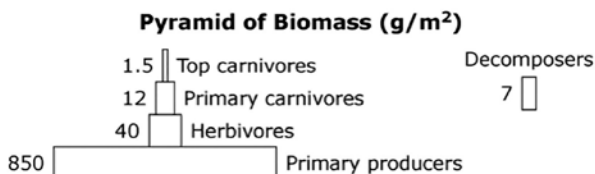
A group of students studied a grassland ecosystem. The students learned that biomass is a measure of the amount of matter in an ecosystem. They also learned that energy is primarily transferred through an ecosystem in the form of food. The students created a diagram to show what they learned.

### Matter and Energy Flow in a Grassland Ecosystem



After the students created the diagram, their teacher asked them to answer this question: *How is biomass related to energy flow in the grassland ecosystem?*

To help them answer the question, the students found biomass data. They created this second diagram to illustrate the data.



Three claims about energy flow in the ecosystem are listed. Some of the claims are supported by the information in the diagrams, while other claims are not supported. **Identify whether each claim is “supported” or “not supported” based on the reasoning provided.** Use the drop-down menu next to each claim to select your responses. To select an answer click the menu and then click the desired answer.

Claim	Supported or Not Supported?
The plants receive food energy from other organisms and from sunlight.	-Select an Answer- ▼
The amount of stored energy changes as it flows between different trophic levels.	-Select an Answer- ▼
The energy available to animals and microbes is limited by photosynthesis in plants.	-Select an Answer- ▼



Claim	Supported or Not Supported?
The plants receive food energy from other organisms and from sunlight.	<div>-Select an Answer- ▼</div> <div>Supported: the food web shows a solid arrow from inorganic nutrients to plants</div>
The amount of stored energy changes as it flows between different trophic levels.	<div>Not Supported: the food web shows a single dashed arrow from the sun to the plants</div>
The energy available to animals and microbes is limited by photosynthesis in plants.	<div>-Select an Answer- ▼</div>

Claim	Supported or Not Supported?
The plants receive food energy from other organisms and from sunlight.	<div>-Select an Answer- ▼</div>
The amount of stored energy changes as it flows between different trophic levels.	<div>-Select an Answer- ▼</div> <div>Supported: the food web shows arrows between the organisms and heat</div> <div>Not Supported: the food web shows that both heat and energy move through the ecosystem</div>
The energy available to animals and microbes is limited by photosynthesis in plants.	

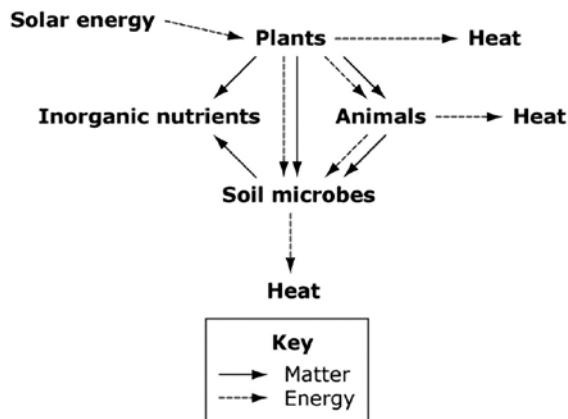
Claim	Supported or Not Supported?
The plants receive food energy from other organisms and from sunlight.	<div>-Select an Answer- ▼</div>
The amount of stored energy changes as it flows between different trophic levels.	<div>-Select an Answer- ▼</div>
The energy available to animals and microbes is limited by photosynthesis in plants.	<div>-Select an Answer- ▼</div> <div>Supported: the arrows trace all energy back to the use of sunlight by plants</div> <div>Not Supported: heat energy is present at each level of the system</div>



3

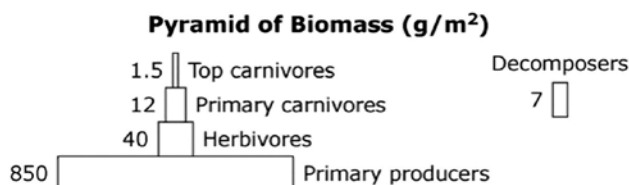
A group of students studied a grassland ecosystem. The students learned that biomass is a measure of the amount of matter in an ecosystem. They also learned that energy is primarily transferred through an ecosystem in the form of food. The students created a diagram to show what they learned.

### Matter and Energy Flow in a Grassland Ecosystem



After the students created the diagram, their teacher asked them to answer this question: *How is biomass related to energy flow in the grassland ecosystem?*

To help them answer the question, the students found biomass data. They created this second diagram to illustrate the data.



**Complete the mathematical expression to compare the amounts of energy in different levels of the ecosystem.** Drag and drop the labels into the boxes to create the mathematical expression for the amounts of energy at the different levels. To drag a label, click and hold the label, and then drag it to the desired space. You may use each label once or not at all.

sunlight energy

carnivore energy

herbivore energy

>

=

producer energy

>

>



**4** Based on the diagrams, which mathematical expression correctly compares the amounts of energy in different parts of the ecosystem?

- F** producer energy  $>$  herbivore energy
- G** carnivore energy  $>$  herbivore energy
- H** carnivore energy  $=$  herbivore energy
- J** producer energy  $=$  herbivore energy

**Based on the diagrams, what is another mathematical expression that correctly compares the amounts of energy in parts of the ecosystem?**

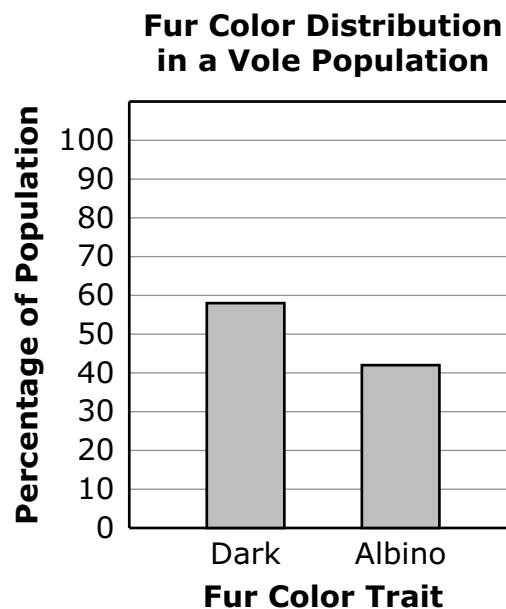
- F** microbe energy  $=$  carnivore energy
- G** herbivore energy  $>$  microbe energy
- H** microbe energy  $>$  carnivore energy
- J** herbivore energy  $=$  microbe energy



**Study the information. Then answer the following three questions.**

Meadow voles are small rodents similar to mice that are found in grassy areas. They store food and give birth to their young in underground burrows. Meadow voles usually have dark fur, but they can sometimes have white fur. Voles with white fur are called albinos. The genetic cause of the albino phenotype is the recessive form of a gene for fur color in voles. The dominant form of the gene codes for dark fur.

Albino voles are typically rare and usually have low survival rates in the population. Scientists recorded the distribution of fur color phenotypes in a vole population in one particular habitat, as shown in the graph.



Because the data were not what the scientists expected, they decided to investigate how genetic and environmental factors affect the distribution of expressed traits in vole populations.

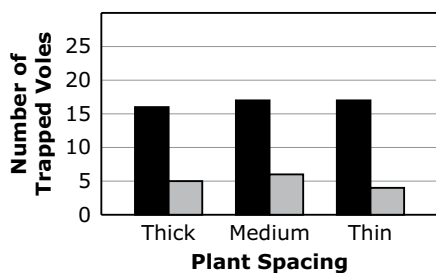


- 5** When thinking about environmental factors to explain the data in the graph "Fur Color Distribution in a Vole Population," scientists observed that there were many plants growing close together in the habitat. The scientists hypothesized that the thick plant cover allowed albino voles to be hidden from predators, and that this caused the fur color distribution seen in the vole population.

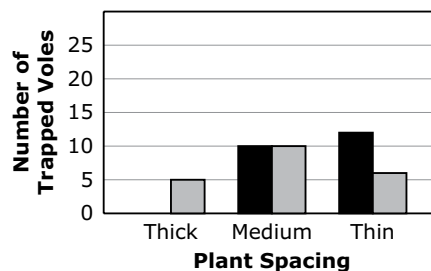
The scientists set up an experiment to test how the spacing of plants in an area affects the abundance of dark-furred and albino voles. In late spring, scientists released equal numbers of dark-furred and albino voles into habitats with different spacing and numbers of plants. Three months later, they set traps to capture some of the voles remaining in each area.

**Which graph shows results that best support the scientists' hypothesis?**

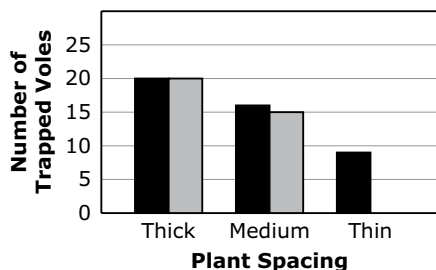
**A** Effect of Plant Spacing on Vole Abundance



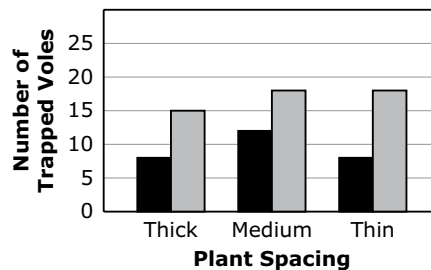
**B** Effect of Plant Spacing on Vole Abundance



**C** Effect of Plant Spacing on Vole Abundance



**D** Effect of Plant Spacing on Vole Abundance



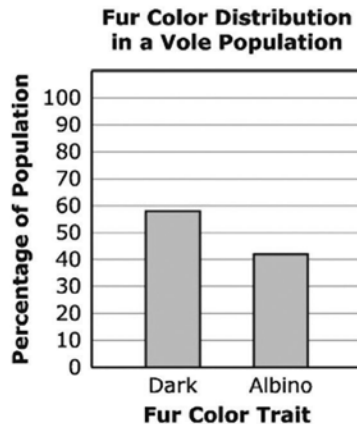


6

**Study the information. Then answer the following three questions.**

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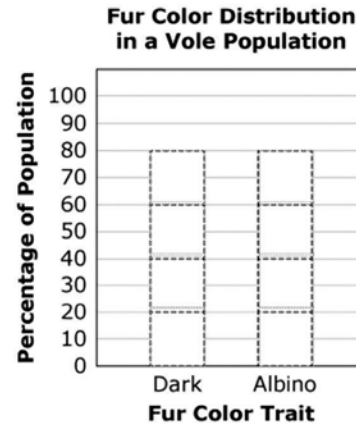
Albino voles are typically rare and usually have low survival rates in the population. Scientists recorded the distribution of fur color phenotypes in a vole population in one particular habitat, as shown in the graph.



Because the data were not what the scientists expected, they decided to investigate how genetic and environmental factors affect the distribution of expressed traits in vole populations.

Scientists also wondered how another environmental factor, snow, would affect the distribution of fur color in the vole population. They measured survival of dark-furred and albino voles in the winter, after several years with winters that had more snow than usual.

**Complete the bar graph to show how the fur color distribution in a vole population would most likely change for voles captured under these conditions.** Click on the boxes in the graph to create two solid-colored bars with appropriate heights. To select a box, click the box. To deselect a box, click on it again.



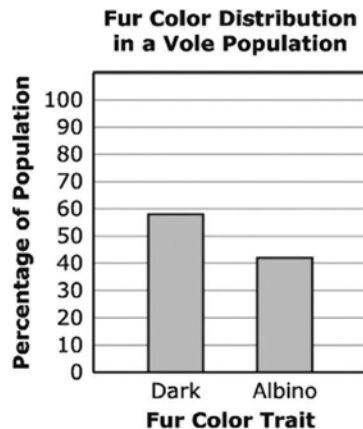


7

**Study the information. Then answer the following three questions.**

Meadow voles are small rodents similar to mice that are found in grassy areas. They store food and give birth to their young in underground burrows. Meadow voles usually have dark fur, but they can sometimes have white fur. Voles with white fur are called albinos. The genetic cause of the albino phenotype is the recessive form of a gene for fur color in voles. The dominant form of the gene codes for dark fur.

Albino voles are typically rare and usually have low survival rates in the population. Scientists recorded the distribution of fur color phenotypes in a vole population in one particular habitat, as shown in the graph.



Because the data were not what the scientists expected, they decided to investigate how genetic and environmental factors affect the distribution of expressed traits in vole populations.

Although the environment plays a role in determining the distribution of the fur color trait in the vole population, the percentages of albino voles and voles with dark fur are also influenced by the mating patterns of the voles.

**Match each vole cross to its likely outcome to show the expected percentages of offspring with each fur color.** To connect a cross and outcome, click the cross and then the outcome, and a line will automatically be drawn between them. To remove a connection, hold the pointer over the line until it turns red, and then click it. You may connect each outcome to more than one vole cross.

**Vole cross**

AA x AA

Aa x aa

AA x aa

aa x aa

**Outcome**50% dark fur  
and 50% albino  
fur100% of  
offspring with  
dark fur100% of  
offspring with  
albino fur



**Study the information. Then answer the following three questions. You may refer to the periodic table found on the inside of the back cover of your booklet.**

In the 1930s, the first commercial airlines carried passengers across the Atlantic Ocean. But the passengers did not travel in airplanes. Instead, they traveled in airships.

The Zeppelin Construction Company, a German company, built an airship they named "LZ-129 Hindenburg." The Hindenburg was the largest object ever flown. Most of the volume of this airship was filled with the 200,000 cubic meters of gas used to lift the ship into the air.

When designing the Hindenburg, engineers considered the density of air, which is 1.229 g/L. They considered two different gases to fill the airship, hydrogen and helium. Characteristics of those gases, plus other gases produced in the 1930s, are listed in the table. Reactivity describes how likely a substance is to gain or lose electrons.

**Properties of Gases Produced in the 1930s**

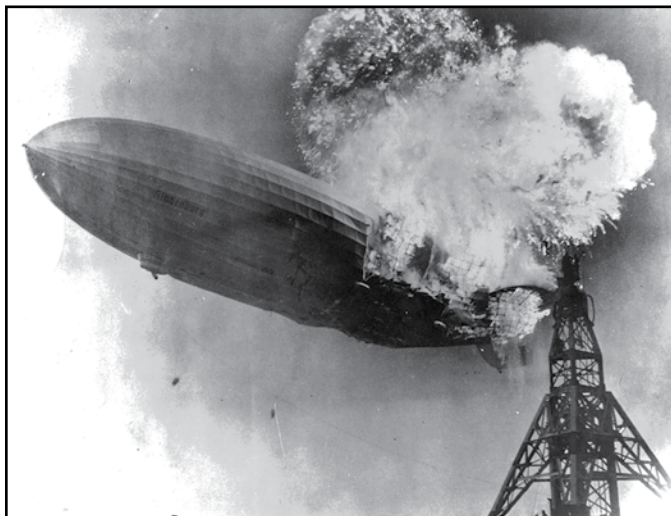
Gas	Number of Electrons in Valence Shell	Density (g/L)	Reactivity
Hydrogen	1	0.089	Highly likely
Helium	2	0.090	Not likely
Fluorine	7	1.700	Highly likely
Neon	8	0.900	Not likely
Chlorine	7	3.200	Highly likely
Argon	8	1.784	Not likely

Due to cost concerns, the Hindenburg engineers chose inexpensive hydrogen gas to fill their airship.

The Hindenburg made thirty-seven flights across the Atlantic Ocean in 1936 and 1937.



Then, on May 6, 1937, disaster struck as the ship was landing in stormy weather. Most researchers agree that a spark ignited leaking hydrogen. Within thirty-two seconds, the entire ship was engulfed in flames, taking the lives of some on board. The photograph, taken in the first few seconds of the explosion, shows the scale of the disaster.



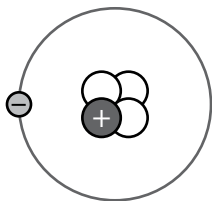
U.S. Navy

Today, airships are still used across the world. However, as a result of the Hindenburg disaster, they are no longer filled with hydrogen.

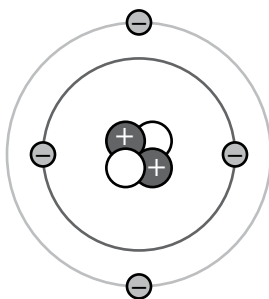


**8** Based on the information shown in the periodic table and data table, what is the subatomic structure of helium?

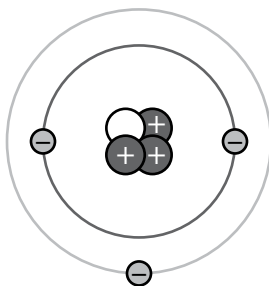
**F**



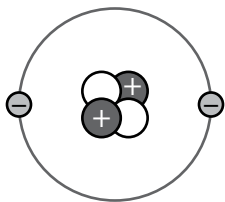
**G**



**H**



**J**





**9 The periodic table organizes information into horizontal rows called periods and vertical columns called groups. How do the data shown in the table relate to the organization of the periodic table?**

- A** Elements with similar densities are placed into the same group.
- B** Elements with similar densities are placed into the same period.
- C** Elements with similar numbers of valence electrons are placed into the same group.
- D** Elements with similar numbers of valence electrons are placed into the same period.

**10 How does the observation of reactivity described in the data table and text relate to hydrogen's location on the periodic table?**

- F** Hydrogen's location shows that it has one free electron in its valence shell; this electron is given up freely during reactions.
- G** Hydrogen's location shows that it has one free electron in its valence shell; this electron reacts with other elements until it has seven other electrons to fill hydrogen's valence shell.
- H** Hydrogen's location shows that it has more protons than neutrons in its nucleus; hydrogen reacts with other elements until the number of protons is balanced by additional electrons.
- J** Hydrogen's location shows that it has more protons than neutrons in its nucleus; hydrogen reacts with other elements until the number of electrons is reduced to equal the number of neutrons.

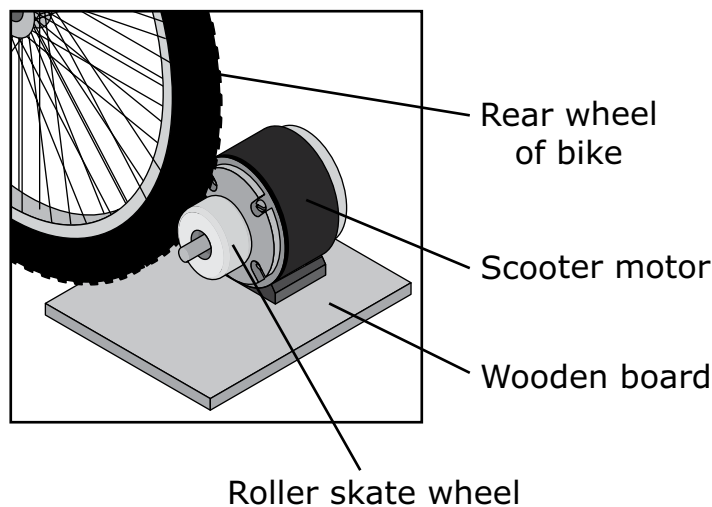


**Study the information. Then answer the following three questions.**

Students in a science class were asked to build a device that would convert one form of energy into another form. The students were given the following design criteria:

- device must charge a battery to run a six-watt cell phone for seven hours (forty-two watt hours [Wh])
- device must be portable
- device must be built from recycled materials

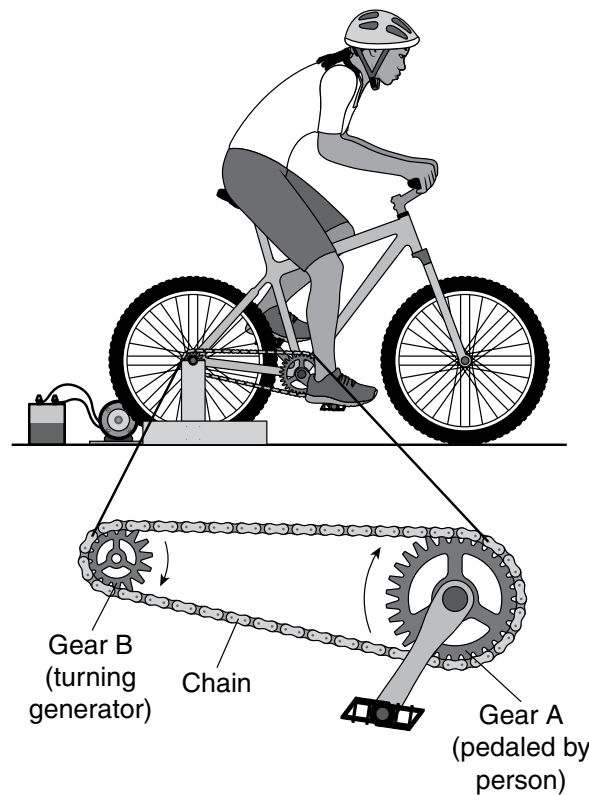
One group of students designed a bike-powered charging station. They learned that a motor run in reverse can work as an electrical generator. They built their generator by attaching a roller skate wheel to an old scooter motor. The generator was mounted to a wooden board, as shown in the first diagram.



The generator was placed behind the rear wheel of the bike with the roller skate wheel touching the bike wheel. When the bike wheel spun it caused the roller skate wheel to rotate, spinning the generator and producing electricity. Next, the students built a wooden stand to hold the bike upright. Then the students attached the generator to a rechargeable twelve-volt battery.

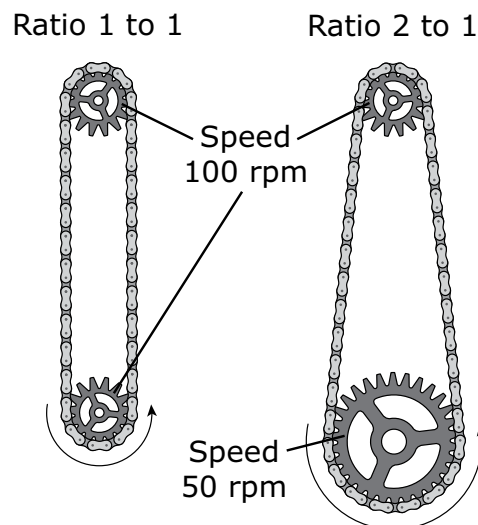


The second diagram shows the completed setup.



A person pedaled to turn Gear A, which caused the chain attached to the gear to move. This, in turn, caused Gear B and the back wheel to spin, producing electricity and charging the battery. The students noticed that Gears A and B turned at different rates. The students learned this difference in rate is called gear ratio. The third diagram shows how gear size affects gear ratio. Gear speed is measured in rpm (revolutions per minute).

### Gear Ratio





The data table shows speed data the students recorded for four people using the bike generator.

### Speed Testing

3-minute Test				
	Gear Speed (rpm)			
Person	Gear A	Gear B	Charging Power (W)	Stored Energy (Wh)
W	103	323	129.1	6.46
X	105	330	151	7.55
30-minute Test				
Y	102	315	105	52.5
Z	101	316	106	53

The students also learned that not all of the energy put into the battery would be available to charge the cell phone. In general, only about 70% of the energy stored in a battery can be used to charge a device.



**11 Which statement best describes an energy conversion in this system?**

- A** Mechanical energy is converted to potential energy between Gear A and the chain.
- B** Kinetic energy is converted to potential energy between the rear wheel and Gear B.
- C** Potential energy is converted to chemical energy between the generator and the battery.
- D** Mechanical energy is converted to thermal energy between the rear wheel and the generator.

**12 Based on the input and output data shown in the table, is the design useful?**

- F** Yes, because 3 minutes of pedaling will produce an average of 140 W of power, and 98 W will be available to charge the phone.
- G** No, because 30 minutes of pedaling will produce an average of 52.8 Wh of power, and 37 Wh will be available to charge the phone.
- H** Yes, because 30 minutes of pedaling will produce an average of 105.5 W of power, and 42 W are needed to run the cell phone for 7 hours.
- J** No, because 3 minutes of pedaling will produce an average of 7.01 Wh of power, and 42 Wh are needed to run the cell phone for 7 hours.

**13 Which change will decrease the amount of time it takes to transfer energy to the battery, assuming the cyclist continues pedaling at approximately 100 rpm?**

- A** replace Gears A and B with two larger gears
- B** replace Gears A and B with two smaller gears
- C** replace Gear A with a larger gear and Gear B with a smaller gear
- D** replace Gear A with a smaller gear and Gear B with a larger gear



## **CCRA: U.S. HISTORY CONTENT**

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The Grade 11 College- and Career-Readiness Assessment: U.S. History Content measures the Oklahoma Academic Standards for U.S. History. The test blueprint describes the content and structure of the test and defines the target number of test items by reporting category for the CCRA: U.S. History Content.

### **What is my student learning?**

Students in grade 11 continue to develop and demonstrate social studies reading and writing literacy skills. Students can read and analyze social studies texts and compare the point of view of two or more authors on the same or similar subjects. Students can write arguments focused on social studies–specific content, conduct research projects, and draw evidence from informational texts to support analysis, reflection, and research.

### **How can I help my student at home?**

- Discuss historical and current events with your student.
- Research, with your student, different historical and current events.
- Discuss how different people may have different perspectives on historical and current events and why their perspectives may be different.
- Discuss different laws and amendments, why they were created, and what implications they have on citizens.

## CCRA: U.S. History Content Practice Questions

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The practice questions you see here represent the types of questions and interactions your student will see when they take the state test. The tests are designed to be administered on the computer and feature a variety of tools aligned with 21st century teaching and learning practices. The platform can be accessed using the information shown below:

**URL:** <https://okpracticetest.measuredprogress.org/student/login>

Login credentials are not required for the Practice Test. Use the drop-down menu under “Select a Test” to select CCRA Practice Test. Then click “Go.”

**Note:** If login credentials are requested, clear your browser’s cache and relaunch the Practice Test.

Student performance on the sample items provided on the platform and in this guide does not predict a student’s overall performance on the Grade 11 CCRA: U.S. History Content. The purpose of the sample items is to allow students and parents to familiarize themselves with the types of questions that may be seen. An explanation as to why a particular response is correct or incorrect can be found at the end of this guide with the answer key.

For more information about the Grade 11 CCRA: U.S. History Content, visit the Test Blueprint and Item Specifications at: [https://sde.ok.gov/sites/default/files/OK-CCRA\\_19-20\\_TIS\\_USH\\_0.pdf](https://sde.ok.gov/sites/default/files/OK-CCRA_19-20_TIS_USH_0.pdf).

For more information on the Oklahoma Academic Standards for U.S. History, please visit <https://sde.ok.gov/social-studies>.



# Directions

Read each question and choose the best answer. Then mark your answer on the answer document. Make sure you find the question number on the answer document that matches the question number in the U.S. History Test.

**1** Some economists criticize the New Deal as the beginning of

- A** deficit spending.
- B** a national depression.
- C** a command economy.
- D** trickle-down economics.

**2**

"Europe's requirements for the next three or four years of foreign food and other essential products—principally from America—are so much greater than her present ability to pay that she must have substantial additional help or face economic, social, and political [decline] of a very grave character."

—Secretary of State George Marshall, 1947

**What was the main goal of the "help" mentioned by Secretary Marshall?**

- F** to repay loans made to the Soviet Union
- G** to stop the spread of communism in Europe
- H** to take over western European governments
- J** to aid the Soviet Union in rebuilding its military strength

**3 What is the purpose of the 15th Amendment?**

- A** to protect African Americans from slavery
- B** to protect the right of African Americans to vote
- C** to allow U.S. citizens to vote in other countries
- D** to make it easier for immigrants to become U.S. citizens

**4**

"I am tired of fighting. Our chiefs are killed. Looking Glass is dead. Toohulhulsote is dead. The old men are all dead. It is the young men who say yes or no. He who led the young men is dead.

It is cold and we have no blankets. The little children are freezing to death. My people, some of them, have run away to the hills and have no blankets, no food . . . I want to have time to look for my children and see how many I can find. Maybe I shall find them among the dead.

Hear me, my chiefs. I am tired. My heart is sick and sad. From where the sun now stands, I will fight no more forever."

—Surrender of Chief Joseph of the Nez Perce, 1877

**Chief Joseph was tired of fighting against**

- F** the intermarriage of U.S. citizens and Native Americans.
- G** the cultural exchange between U.S. citizens and Native Americans.
- H** the forced relocation of Native Americans to reservation lands.
- J** the patriarchal society forced on Native American groups by settlers.



**Study the information. Then answer the following four questions.**

**Source A**

It is not true that the United States feels any land hunger or entertains any projects as regards the other nations of the Western Hemisphere save such as are for their welfare. All that this country desires is to see the neighboring countries stable, orderly, and prosperous. Any country whose people conduct themselves well can count upon our hearty friendship. If a nation shows that it knows how to act with reasonable efficiency and decency in social and political matters, if it keeps order and pays its obligations, it need fear no interference from the United States. Chronic wrongdoing . . . which results in a general loosening of the ties of civilized society, may in America, as elsewhere, ultimately require intervention by some civilized nation, and in the Western Hemisphere the adherence of the United States to the Monroe Doctrine may lead the United States, however reluctantly, in [obvious] cases of such wrongdoing . . . , to the exercise of an international police power.

—Theodore Roosevelt's Corollary to the Monroe Doctrine, 1904



Source B



—John T. McCutcheon, *Chicago Tribune*, 1914

**Source C**

Now you are called upon to use your influence to prevent the American people from disregarding the rights of others. Self-restraint is a difficult virtue to practice. . . .

It has been the boast of our nation that right makes might; shall we abandon the motto of the republic and go back a century to the monarchical motto which asserts that might makes right? . . .

Imperialism finds its inspiration in dollars, not in duty. It is not our duty to burden our people with increased taxes in order to give a few speculators an opportunity for exploitation; it is not our duty to sacrifice the best blood of our nation in tropical jungles . . . ; it is not our duty to deny to the people of the Philippines the rights for which our forefathers fought from Bunker Hill to Yorktown.

Our nation has a mission, but it is to liberate those who are in bondage—not to place shackles upon those who are struggling to be free. . . .

—William Jennings Bryan, excerpt from  
“Who Saves His Country Saves Himself,” 1898

**5 The statement in Source A was used as a justification for American intervention in**

- A** Cuba.
- B** Hawaii.
- C** Samoa.
- D** Panama.



**6 The creator of Source B would most likely agree with which statement?**

- F** It is the duty of the United States to liberate oppressed peoples.
- G** American foreign policy should be less invasive and more helpful.
- H** American intervention is sometimes harmful to native populations.
- J** It is the responsibility of the United States to promote isolationism.

**7 The speaker in Source C would most likely agree with which position?**

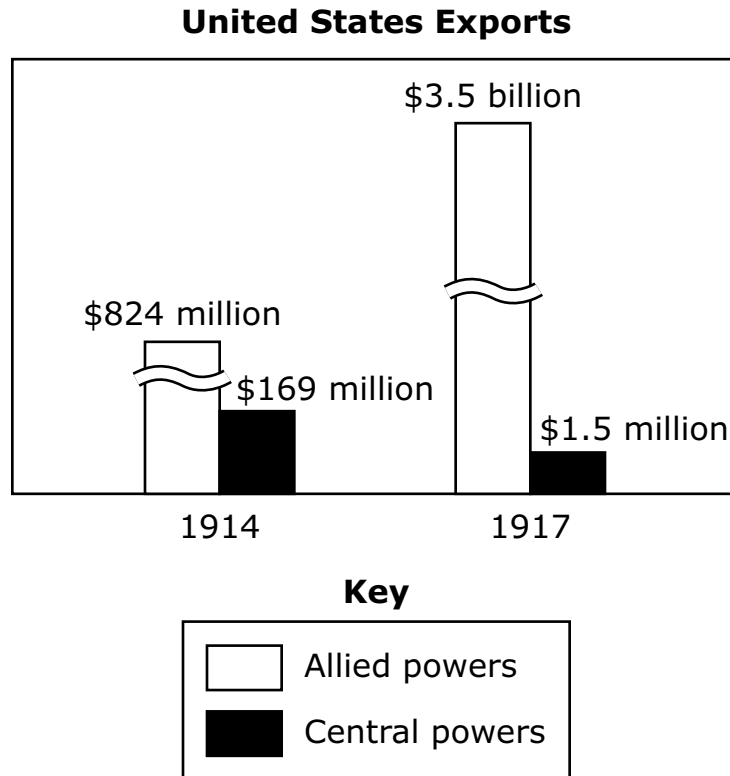
- A** support for war against Spain
- B** support for the policy of imperialism
- C** opposition to the annexation of Hawaii
- D** opposition to a decrease in troops overseas

**8 Which conclusion is best supported by Sources A, B, and C?**

- F** The majority of citizens were in favor of annexing new territories overseas.
- G** The global influence of the United States expanded rapidly during the early 20th century.
- H** Few politicians believed in the financial benefits of supporting the white man's burden.
- J** Few countries could compete economically with the United States during the early 20th century.



9



**Which inference about World War I is best supported by the data in this graph?**

- A** The Allied Powers had no need for U.S. exports.
- B** The U.S. desire for strict neutrality was difficult to meet.
- C** The value of U.S. exports remained constant during the war.
- D** The Central Powers did not want to trade with the United States after the war began.



**10** Which early twentieth-century leader is best known for supporting women's suffrage?

- F** Alice Paul
- G** Ida Tarbell
- H** Carry Nation
- J** Jane Addams



Study the information. Then answer the following four questions.

**Source A**

President Roosevelt has cleverly camouflaged a most amazing and startling proposal for packing the Supreme Court. . . . Increasing the number of judges from nine to fifteen would not make this high tribunal act any more promptly than it does now, but it would give the President control of the Judiciary Department.

. . . The President is mistaken, if he thinks he can conceal his real purpose of packing, influencing and controlling the Supreme Court . . . The Supreme Court has been the anchor that has held America safe through many storms. Its absolute independence and integrity must never be in doubt.

Our Government is composed of three departments, Legislative, Executive and Judiciary. These are the foundations of our Democracy. As a result of the election and the transfer of powers by so-called emergency measures, the Executive now dominates the Legislative Department. The President now proposes also to dominate the Judiciary.

Do we want to give to this man or any one man complete control of these three departments of our Government which, from the beginning of the Republic, have been kept entirely separate and independent? This proposal should give every American grave concern for it is a step towards absolutism and complete dictatorial power.

—Frank Gannett, Gannett Publishing,  
Rochester, New York, February 23, 1937



Source B



—Published by the *Waterbury Connecticut Republican*, 1937

**Source C**

Carmichael v. Southern Coal & Coke Company, 1937

Facts of the Case:

The Social Security Act sets up a scheme for providing unemployment benefits for workers. Employers are to pay certain percentages of an employee's monthly payroll into the state's unemployment compensation fund, and each employee is required to contribute to the fund as well. The fund is to be used by the states to pay unemployment benefits.

5-4 DECISION FOR SOCIAL SECURITY ACT

Decision of the Supreme Court:

"The Act, as an Act taxing employers, is within the state taxing power. . . . The expenditure under the Act serves a public purpose. Relief of unemployment is such a public purpose. When public evils ensue from individual misfortunes or needs, the legislature may strike at the evil at its source. . . . The pooled-fund plan provides for a pooling of all contributions in a single undivided fund from which benefits are paid to eligible employees."

—Chief Justice Charles Evans Hughes,  
U.S. Supreme Court, Volume 301

**11 The plan described in Source A and Source B was intended**

- A** to guarantee the ratification of new amendments.
- B** to increase the influence of the executive branch.
- C** to provide the unemployed with government benefits.
- D** to stabilize the economy after a series of bank failures.



**12 Source C supports the idea that many New Deal programs were**

- F** upheld by the courts.
- G** challenged in the courts.
- H** created to regulate banks.
- J** designed to limit the rights of workers.

**13 The creators of Source A and Source B would most likely agree with which statement?**

- A** The judicial branch should be more powerful than the executive branch.
- B** The New Deal is a temporary fix to a larger problem.
- C** The Social Security Act violates basic liberties.
- D** The plan to stack the court is unconstitutional.

**14 Which conclusion is best supported by Sources A, B, and C?**

- F** President Roosevelt wanted greater assurance that his New Deal programs would not be struck down in court.
- G** President Roosevelt wanted more control over the House of Representatives and the Senate.
- H** President Roosevelt wanted to be sure that his actions would not lead to his impeachment by Congress.
- J** President Roosevelt wanted to increase the likelihood that the Republican Party controlled the judiciary.



15

**1912 Presidential Election Results  
by Party**

Party	Popular Vote (%)	Electoral Vote (%)
Democratic (Wilson)	43	82
Republican (Taft)	24	2
Progressive (Roosevelt)	28	16

**Former Republican President Theodore Roosevelt ran for president on a third-party ticket in 1912. This table best supports which claim about third parties?**

- A** Third parties divert attention from important issues.
- B** Third-party candidates introduce new ideas into elections.
- C** Third parties are typically better funded than major parties.
- D** Third-party candidates usually draw votes away from one major party.



16

"You have a row of dominoes set up, you knock over the first one, and what will happen to the last one is the certainty that it will go over very quickly."

—President Dwight D. Eisenhower, referring to the spread of communism in Southeast Asia, 1954

**Which U.S. action was a direct result of President Eisenhower's theory about communism in Vietnam?**

- F** the deployment of additional troops to South Vietnam
- G** the call for public demonstrations against the Vietnam War
- H** the decision to negotiate a treaty with North Vietnamese leaders
- J** the order to end the bombing of North Vietnamese military bases

17

Executive Order 11,246 (1965) required federal contractors to take affirmative action to recruit and employ minorities.

**President Lyndon B. Johnson issued this executive order primarily to**

- A** eliminate poverty in rural areas.
- B** reverse the effects of past discrimination.
- C** reduce the wage gap between men and women.
- D** end negotiations between labor unions and laborers.



**18 In East Germany and Czechoslovakia, the fall of communism was**

- F** preceded by large-scale emigration.
- G** negotiated with long-term opponents.
- H** met with chaos and confusion by many people.
- J** completed suddenly and without significant violence.

**19**

**Events in President Bill Clinton's Administration**

**September 1993**—President Clinton promotes negotiations between Yasir Arafat of the Palestine Liberation Organization and Yitzhak Rabin of Israel.

**September 1994**—President Clinton sends President Jimmy Carter to Haiti to negotiate the removal of the Haitian dictator.

**November 1995**—President Clinton sponsors negotiations between the leaders of Serbia, Croatia, and Bosnia.

**These events best demonstrate President Clinton's**

- A** commitment to peace.
- B** plans for a world trade organization.
- C** efforts to negotiate economic sanctions.
- D** hesitancy to get involved in international affairs.



**20** Which remark made by President George W. Bush during the signing of the Homeland Security Act summarizes the intent of the new department?

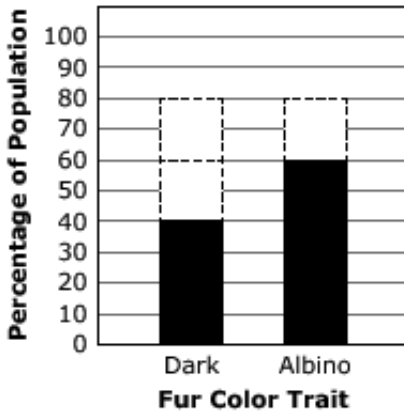
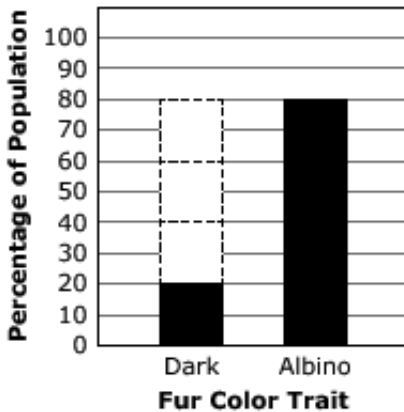
- F** "Many terrorists are now being interrogated."
- G** "We understand they hate us because of what we love."
- H** "America will be better able to respond to future attacks."
- J** "The wisest use of American strength is to advance freedom."

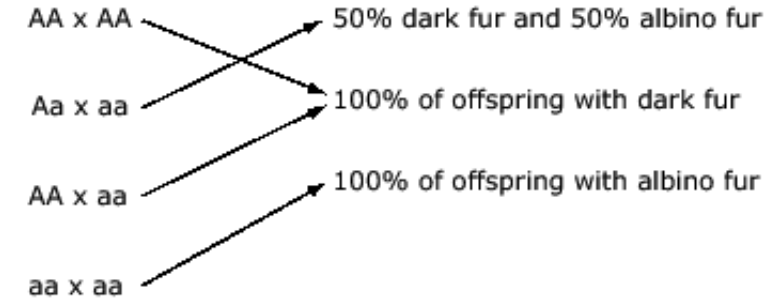


Science												
Number	Reporting Category	Item Distractor Rationales										
1	Life Science	<p>A. The student may think energy is stored as heat energy in food.</p> <p>B. The student may think that energy and matter within a system can be lost from a system instead of being transformed to different forms or transferred to different organisms within the system.</p> <p>C. The student may think heat flows in all directions, and food energy is stored as biomass.</p> <p>D. <b>Correct.</b> Food is used to produce biomass, and this conversion leads to a loss of heat energy from one trophic level to the next higher trophic level, reducing the energy stored as biomass.</p>										
2	Life Science	<b>Scoring Rubric</b>										
		<table><tr><th>Score</th><th>Description</th></tr><tr><td><b>2</b></td><td>2 points for 3 correct options selected</td></tr><tr><td><b>1</b></td><td>1 point for 2 correct options selected</td></tr><tr><td><b>0</b></td><td></td></tr><tr><td><b>Blank</b></td><td></td></tr></table>	Score	Description	<b>2</b>	2 points for 3 correct options selected	<b>1</b>	1 point for 2 correct options selected	<b>0</b>		<b>Blank</b>	
		Score	Description									
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		<b>0</b>										
		<b>Blank</b>										
		<b>Distractor Rationale</b>										
		Correct. Plants receive energy for food only from the Sun. As shown by the loss of heat, the total amount of energy at each trophic level changes. The plants are the only producers shown in the diagram and therefore are the only source of food energy within the system for consumers and decomposers.										
		The student may think that the arrows point to what is being consumed, rather than the consumers in the diagram. The student may think that heat is not a form of energy. The student may not understand that the amount of energy in the system is constrained.										
<b>Training Notes:</b>												
<table><tr><th>Claim</th><th>Supported or Not Supported?</th></tr><tr><td>The plants receive food energy from other organisms and from sunlight.</td><td>Not Supported: the food web shows a single dashed arrow from the sun to the plants</td></tr><tr><td>The amount of stored energy changes as it flows between different trophic levels.</td><td>Supported: the food web shows arrows between the organisms and heat</td></tr><tr><td>The energy available to animals and microbes is limited by photosynthesis in plants.</td><td>Supported: the arrows trace all energy back to the use of sunlight by plants</td></tr></table>	Claim	Supported or Not Supported?	The plants receive food energy from other organisms and from sunlight.	Not Supported: the food web shows a single dashed arrow from the sun to the plants	The amount of stored energy changes as it flows between different trophic levels.	Supported: the food web shows arrows between the organisms and heat	The energy available to animals and microbes is limited by photosynthesis in plants.	Supported: the arrows trace all energy back to the use of sunlight by plants				
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Science																						
Number	Reporting Category	Item Distractor Rationales																				
2 cont.	Life Science	<p>Scoring Notes:</p> <p><b>2 points:</b> Not supported: the food web shows a single dashed arrow from the sun to the plants. Supported: the food web shows arrows between the organisms and heat Supported: the arrows trace all energy back to the use of sunlight by plants.</p> <p><b>1 point:</b> Supported: the food web shows a solid arrow from inorganic nutrients to plants. Supported: the food web shows arrows between the organisms and heat Supported: the arrows trace all energy back to the use of sunlight by plants.</p> <p><b>1 point:</b> Not supported: the food web shows a single dashed arrow from the sun to the plants Not supported: the food web shows that both heat and energy move through the ecosystem Supported: the arrows trace all energy back to the use of sunlight by plants.</p> <p><b>1 point:</b> Not supported: the food web shows a single dashed arrow from the sun to the plants Supported: the food web shows arrows between the organisms and heat Not supported: heat energy is present at each level of the system</p>																				
3	Life Science	<table><tr><th colspan="2">Scoring Rubric</th></tr><tr><th>Score</th><th>Description</th></tr><tr><td>2</td><td>2 points for 4 options placed in correct location</td></tr><tr><td>1</td><td>1 point for 3 options placed in correct location</td></tr><tr><td>0</td><td></td></tr><tr><td>Blank</td><td></td></tr></table> <p><b>Sample Response</b></p> <table><tr><td>sunlight energy</td><td>&gt;</td><td>producer energy</td><td>&gt;</td></tr><tr><td>herbivore energy</td><td>&gt;</td><td>carnivore energy</td><td></td></tr></table>	Scoring Rubric		Score	Description	2	2 points for 4 options placed in correct location	1	1 point for 3 options placed in correct location	0		Blank		sunlight energy	>	producer energy	>	herbivore energy	>	carnivore energy	
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herbivore energy	>	carnivore energy																				

Science														
Number	Reporting Category	Item Distractor Rationales												
4	Life Science	<p><b>F. Correct. Producers have more energy than herbivores.</b></p> <p>G. The student may have thought that herbivores have less energy than carnivores in the ecosystem.</p> <p>H. The students may have thought that energy in the form of heat is not lost as energy moves through the ecosystem.</p> <p>J. The students may have thought that energy in the form of heat is not lost as energy moves through the ecosystem.</p> <p>F. The student may have thought that energy in the form of heat is not lost as energy moves through the ecosystem</p> <p><b>G. Correct. The amount of energy in herbivores is greater than the amount of energy in microbes because energy is lost as heat as it moves through the ecosystem.</b></p> <p>H. The student may have thought that since microbes break down all organisms, they have more energy than carnivores.</p> <p>J. The student may have thought that energy in the form of heat is not lost as energy moves through the ecosystem</p>												
5	Life Science	<p>A. The student may think that plant spacing not having a clear effect on the vole population will support the hypothesis.</p> <p>B. The student may think that showing a bias against dark-furred voles in thick plant spacing will support the hypothesis.</p> <p><b>C. Correct. The graph shows that albino survival decreases and plant spacing increases.</b></p> <p>D. The student may think that showing greater numbers of albino voles relative to dark-furred voles supports the hypothesis.</p>												
6	Life Science	<table><tr><th colspan="2">Scoring Rubric</th></tr><tr><th>Score</th><th>Description</th></tr><tr><td>2</td><td>2 points for Dark bar showing 40% and Albino bar showing 60% OR Dark bar showing 20% and Albino bar showing 80%</td></tr><tr><td>1</td><td>1 point for Dark bar showing 20% and Albino bar showing 60% OR Dark bar showing 40% and Albino bar showing 80%</td></tr><tr><td>0</td><td></td></tr><tr><td>Blank</td><td></td></tr></table> <p><b>Distractor Rationale</b></p> <p>Correct. More albino voles will most likely be captured since their color will better match the snow than dark-furred voles. The total percentages should combine to 100%.</p> <p>The student may think that snow will not affect the survival and reproduction of voles. The student may not understand that the total percentage should be 100%.</p>	Scoring Rubric		Score	Description	2	2 points for Dark bar showing 40% and Albino bar showing 60% OR Dark bar showing 20% and Albino bar showing 80%	1	1 point for Dark bar showing 20% and Albino bar showing 60% OR Dark bar showing 40% and Albino bar showing 80%	0		Blank	
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Science								
Number	Reporting Category	Item Distractor Rationales						
6 cont.	Life Science	<b>Sample Response</b>  <b>Fur Color Distribution in a Vole Population</b>  <table><tr><th>Fur Color Trait</th><th>Percentage of Population</th></tr><tr><td>Dark</td><td>40</td></tr><tr><td>Albino</td><td>60</td></tr></table> <b>Fur Color Trait</b>	Fur Color Trait	Percentage of Population	Dark	40	Albino	60
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Fur Color Trait	Percentage of Population							
Dark	20							
Albino	80							

Science			
Number	Reporting Category	Item Distractor Rationales	
7	Life Science	<b>Scoring Rubric</b>	
		<b>Score</b>	<b>Description</b>
		<b>2</b>	2 points for 4 correct matches
		<b>1</b>	1 point for 3 correct matches
		<b>0</b>	0 points for 2 or fewer correct matches
		<b>Blank</b>	
		<b>Sample Response</b>	
		<b>Vole cross</b>	
		<b>Outcome</b>	
			
8	Physical Science	F. The student may think that proton number should match valence electrons.	
		G. The student may think that the first electron shell is filled and then there are two valence electrons.	
		H. The student may think that this model represents two valence electrons and that there should be an equal number of protons.	
		J. <b>Correct. The number of valence electrons matches number of protons, and the number of nuclear particles matches atomic mass.</b>	
9	Physical Science	A. The student may have confused density with reactivity.	
		B. The student may think that density increases proportionally with atomic mass.	
		C. <b>Correct. This pattern is seen for He, Ne, and Ar as well as for Cl and F.</b>	
		D. The student may be confused about the organization of the periodic table.	
10	Physical Science	F. <b>Correct. Because hydrogen has one electron in its valence shell it is highly reactive, giving up this electron freely during reactions.</b>	
		G. The student may think that hydrogen reacts to fill an octet.	
		H. The student may be confused about the relationship between neutrons and the organization of the periodic table and think that hydrogen reacts to balance protons to electrons.	
		J. The student may be confused about the relationship between neutrons and the organization of the periodic table and think that hydrogen reacts based on the numbers of neutrons and electrons.	

Science		
Number	Reporting Category	Item Distractor Rationales
11	Physical Science	<p>A. The student may think that the moving chain is potential energy.</p> <p>B. The student may think that the moving wheel is potential energy.</p> <p>C. The student may think that the moving generator is potential energy.</p> <p><b>D. Correct. As the rear wheel rubs on the generator, causing it to spin, one form of mechanical energy is converted to thermal energy due to friction.</b></p>
12	Physical Science	<p>F. The student may not understand that they should consider watt-hours.</p> <p><b>G. Correct. Although sufficient watt-hours are produced, not all energy stored in the battery can be put to use.</b></p> <p>H. The student may not understand that they should consider watt-hours.</p> <p>J. The student may not understand that they should also look at the 30-minute test data.</p>
13	Physical Science	<p>A. The student may not understand that the ratio between the gear sizes is the variable needed to be changed.</p> <p>B. The student may not understand that the ratio between the gear sizes is the variable needed to be changed.</p> <p><b>C. Correct. In this scenario the gear ratio increases, and the rpm for gear B increases decreasing the amount of time needed to charge the battery.</b></p> <p>D. The student may not understand that in this scenario, the gear ratio decreases because gear B is increasing in size, and the rpm for gear B decreases. This increases the amount of time needed to charge the battery.</p>

U.S. History		
Number	Reporting Category	Item Distractor Rationales
1	Civics	<p><b>A. Correct. Critics of deficit spending argue that the New Deal was the beginning of such practices.</b></p> <p>B. The Great Depression had begun before the New Deal.</p> <p>C. The U.S. does not have a command economy.</p> <p>D. Trickle-down economics is a term of the 1980s.</p>
2	U.S. History	<p>F. The Marshall plan did not repay loans to Russia.</p> <p><b>G. Correct. The Marshall Plan was designed to help the people that would be vulnerable to communist influence.</b></p> <p>H. The purpose of the Marshall Plan was not to take over governments.</p> <p>J. The purpose of the Marshall Plan was to combat the growth of communism, not to foster it.</p>
3	Civics	<p>A. The 15th Amendment was passed to give former male slaves the right to vote in federal elections. The 13th Amendment prohibited slavery.</p> <p><b>B. Correct. The 15th Amendment gave African American male former slaves the right to vote.</b></p> <p>C. The 15th Amendment applies to U.S. federal elections.</p> <p>D. The 15th Amendment was passed to allow former male slaves the right to vote in federal elections, and not guaranteed citizenship.</p>
4	U.S. History	<p>F. Chief Joseph was tired of being forced to live on reservations and not intermarriage.</p> <p>G. Chief Joseph was tired of being forced to live on reservations and not cultural exchange.</p> <p><b>H. Correct. Chief Joseph was tired of being forced to live on reservations.</b></p> <p>J. Chief Joseph was tired of being forced to live on reservations and not a patriarchal society.</p>
5	Civics	<p>A. This portion of the Monroe Doctrine was used for U.S. intervention in Panama.</p> <p>B. This portion of the Monroe Doctrine concerned Central and South America.</p> <p>C. This portion of the Monroe Doctrine concerned Central and South America.</p> <p><b>D. Correct. This portion of the Monroe Doctrine was used for justification of the intervention and creation of Panama.</b></p>
6	U.S. History	<p><b>F. Correct. The cartoon implies that the liberation from oppression is a duty of the United States.</b></p> <p>G. The cartoon implies that the U.S. policy should involve itself with other countries.</p> <p>H. The cartoon implies that American intervention helps native populations.</p> <p>J. During this time, America favored limited expansionism.</p>
7	U.S. History	<p>A. According to the excerpt, the speaker would not favor the war against Spain.</p> <p>B. According to the excerpt, the speaker would not favor the American imperialism.</p> <p><b>C. Correct. According to the excerpt, the speaker would oppose the annexation of Hawaii.</b></p> <p>D. The speaker did not specifically mention the number of troops overseas.</p>

U.S. History		
Number	Reporting Category	Item Distractor Rationales
8	U.S. History	<p>F. The conclusion that the majority if citizens were in favor of American imperialism is not supported by these sources.</p> <p><b>G. Correct. The global influence of the United States expanded rapidly during the early 20th century.</b></p> <p>H. These sources do not necessarily support the financial benefits of supporting the white man’s burden.</p> <p>J. Most economically developed countries could compete economically with the United States during the early 20th century.</p>
9	U.S. History	<p>A. The Allied powers needed American exports during World War I.</p> <p><b>B. Correct. The U.S. had established trade relationships with foreign nations before the war and neutrality was hard to meet.</b></p> <p>C. The value of U.S. exports fluctuated during World War I.</p> <p>D. The Central Powers wanted to maintain their trade relationships during the war.</p>
10	Civics	<p><b>F. Correct. The most famous of these women for her support of women’s suffrage was Alice Paul.</b></p> <p>G. The most famous of these women for her support of women’s suffrage was Alice Paul.</p> <p>H. The most famous of these women for her support of women’s suffrage was Alice Paul.</p> <p>J. The most famous of these women for her support of women’s suffrage was Alice Paul.</p>
11	Civics	<p>A. These sources are about President Roosevelt’s court packing plan.</p> <p><b>B. Correct. Court packing would benefit the Roosevelt administration because he would appoint like-minded justices.</b></p> <p>C. These sources are about President Roosevelt’s court packing plan.</p> <p>D. These sources are about President Roosevelt’s court packing plan.</p>
12	Civics	<p>F. Most New Deal programs were challenged in the courts.</p> <p><b>G. Correct. Most New Deal programs were challenged in the courts.</b></p> <p>H. Most New deal programs were designed to stabilize the economy or create jobs.</p> <p>J. Most New deal programs were designed to stabilize the economy or create jobs.</p>
13	Civics	<p>A. The sources suggest that the three branches should have somewhat equal power.</p> <p>B. The sources do not say that the New Deal programs were temporary.</p> <p>C. The sources do not say that the Social Security Act violates basic liberties.</p> <p><b>D. Correct. The sources do indicate that many thought the court stacking was unconstitutional.</b></p>
14	Civics	<p><b>F. Correct. President Roosevelt wanted to implement his programs and was sure the constitutionality would be questioned by the courts.</b></p> <p>G. President Roosevelt had a sympathetic Congress.</p> <p>H. President Roosevelt was not worried about impeachment.</p> <p>J. President Roosevelt wanted to increase the likelihood that Democratic justices would be on the Supreme Court.</p>

U.S. History		
Number	Reporting Category	Item Distractor Rationales
15	U.S. History	<p>A. Third parties do not necessarily divert attention from issues.</p> <p>B. The table does not support the idea of new ideas into elections.</p> <p>C. This table does not support the idea that third parties raise more funds than traditional parties.</p> <p><b>D. Correct. Third parties usually take votes away from a major party candidate.</b></p>
16	Civics	<p><b>F. Correct. Adherence to the domino theory justified increased presence in Vietnam.</b></p> <p>G. The protests against the Vietnam War was not a direct result of President Eisenhower's domino theory.</p> <p>H. The decision to attempt to negotiate with North Vietnam was not in response to the domino theory.</p> <p>J. The order to end bombing of North Vietnam was not a direct result of the Domino Theory.</p>
17	Civics	<p>A. Affirmative Action might have helped eliminate poverty in rural areas, but this was not the main result.</p> <p><b>B. Correct. Affirmative Action was a step to reverse past employment discrimination.</b></p> <p>C. Affirmative Action was not designed to reduce the wage gap between men and women.</p> <p>D. Affirmative Action did not concern labor negotiations.</p>
18	U.S. History	<p>F. The fall of communism in East Germany and Czechoslovakia was not preceded by emigration, which was not allowed.</p> <p>G. The fall of communism in East Germany and Czechoslovakia was not the result of negotiation with long-term opponents.</p> <p>H. The fall of communism in East Germany and Czechoslovakia was not confusing to people or chaotic.</p> <p><b>J. Correct. The fall of communism in East Germany and Czechoslovakia was sudden and accomplished with little violence.</b></p>
19	U.S. History	<p><b>A. Correct. The items in the list are attempts to promote peaceful ends to conflict or upheaval.</b></p> <p>B. These negotiations were about political stability, not trade.</p> <p>C. These meetings were not planned to negotiate sanctions.</p> <p>D. President Clinton's administration was not hesitant to attempt peace negotiations.</p>
20	Civics	<p>F. This statement was not the intent of the Homeland Security Act.</p> <p>G. This statement was not the intent of the Homeland Security Act.</p> <p><b>H. Correct. The Homeland Security Act was legislation designed to prevent future attacks.</b></p> <p>J. This statement was not the intent of the Homeland Security Act.</p>

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# ANSWER SHEET

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## SCIENCE

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USE NO.2 PENCIL ONLY

## U.S. HISTORY

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# Periodic Table of the Elements

\*Revised based on IUPAC Commission on Atomic Weights and Isotopic Abundances, "Atomic Weights of the Elements 2007."



OKLAHOMA STATE DEPARTMENT OF  
**EDUCATION**  
— CHAMPION EXCELLENCE —