Kentucky Department of Education

Grade 5
Sample Released Questions

January 2004

This document contains released questions from the Kentucky Core Content Test. These questions are presented in the new test format that will be used for the 2004 KCCT. You will notice some design changes. Students will be marking their answers to multiple-choice questions and writing their answers to open-response questions directly in the test booklet. Blank pages have been included, where necessary, so that each open-response question is facing the page on which students are to write their response. The number of items in this document does not necessarily match the number of items that will appear in the actual test booklets.

Table of Contents

Kentucky General Scoring Guide 2

Mathematics Cover Page 3

Mathematics Questions 4-13

Social Studies Cover Page 15

Social Studies Questions 16-27

Arts & Humanities Cover Page 29

Arts & Humanities Questions 30-39

Practical Living / Vocational Studies Cover Page 41

Practical Living / Vocational Studies Questions 42-49

Acknowledgments 50

Scoring Information for Mathematics 51-64

Scoring Information for Social Studies 65-77

Scoring Information for Arts & Humanities 78-89

Scoring Information for Practical Living / Vocational Studies 90-98

The following is the general guide that will be used to evaluate your responses.

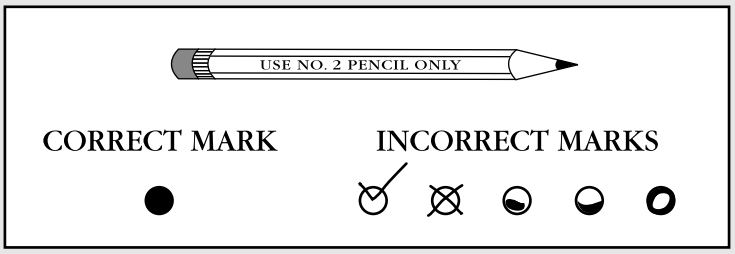
KENTUCKY GENERAL SCORING GUIDE

SCORE POINT 4	• You follow all directions and finish all parts of the question. • You are able to answer the question clearly so that others can understand. • You show that you completely understand the information that is asked about. • You show and/or explain the quickest and best way to get an answer. • You are able to show and explain what you know by using complex examples, by showing connections between ideas and the real world, by comparing different ideas, and/or by showing how the ideas work together.
SCORE POINT 3	• You follow the directions and finish most of the parts of the question. • You are able to answer the question clearly so that others can understand. • You show and/or explain that you understand the big ideas about the question but there may be a few little mistakes or wrong ideas.
SCORE POINT 2	• You follow some of the directions and finish some parts of the question. • Your answer may not be complete but it is clear so that others can understand. • You understand only parts of the information to answer the question.
SCORE POINT 1	• You understand only a small part of the information asked for in the question. • You only answer a small part of the question.
SCORE POINT 0	• Your answer is completely wrong or has nothing to do with the question.
BLANK	• You did not give any answer at all.

Kentucky Department of Education

Grade 5
Mathematics

WHEN ANSWERING QUESTIONS IN THIS TEST BOOKLET



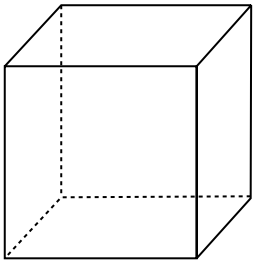
- Use only soft black lead pencil (No. 2).
- Do NOT use ink or ball point pen.
- When marking your answers to multiple-choice questions, make heavy, dark marks that completely fill the circle. Mark only one answer for each question.
- Erase completely any marks you wish to change.
- Make NO STRAY marks on any page of your test booklet.
- For the open-response questions, be sure you write your answers on the lines and in the spaces provided. Answers or parts of answers written outside the boxed areas cannot be scored.

MATHEMATICS

Please mark your answer for each multiple-choice question by filling in the circle completely for the correct answer. Mark only one answer for each question. If you do not know the answer, make your best guess.

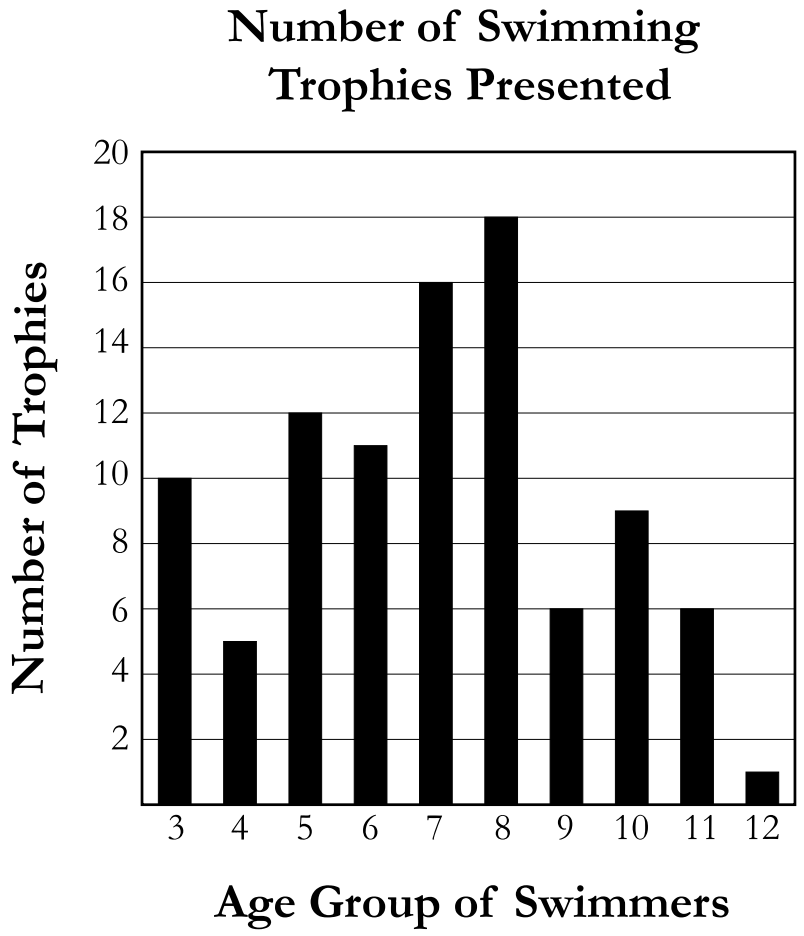
1. José had 64 baseball cards. He gave 12 cards to his sister. Then he divided the remaining cards equally among his FOUR friends. How many cards did each of his friends get?
   - ○ 13 cards
   - ○ 16 cards
   - ○ 17 cards
   - ○ 18 cards

Use the figure below to answer question 2.



2. How many edges does the figure above have?
   - ○ 6
   - ○ 8
   - ○ 12
   - ○ 16

Use the bar graph below to answer question 3.



3. Which age group received twice as many trophies as the 4-year-olds?
   - ○ 3-year-olds
   - ○ 5-year-olds
   - ○ 6-year-olds
   - ○ 10-year-olds

4. What is the rule for this pattern?

2, 1, 3, 2, 4, 3, 5, 4, 6

   - ○ subtract 1, multiply by 3
   - ○ add 2, add 3
   - ○ subtract 1, add 2
   - ○ multiply by 2, divide by 1

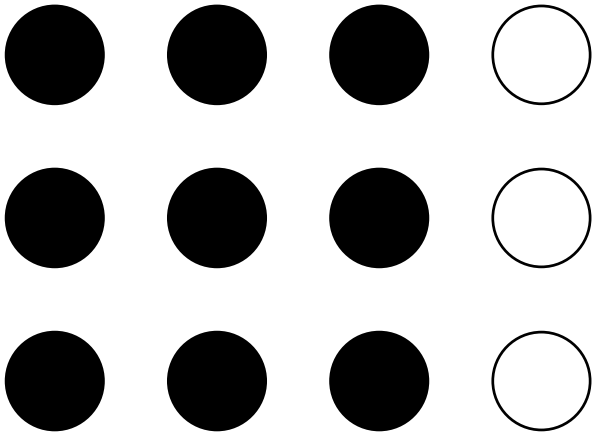
MATHEMATICS OPEN-RESPONSE QUESTIONS

Read all parts of each open-response question before you begin. Write your answers to the open-response questions in the space provided in this test booklet. For each open-response question, use the grid provided in this test booklet to create any required charts or graphs. If a question does not require a chart or graph, write your written response over the grid lines.

Write your answer to question 5 in the space provided on the next page.

A Fractional Part

5. Mrs. Washington asked her students what fractional part of these 12 circles is shaded.



Odessa thinks the answer is $\frac{9}{12}$.

Bob thinks the answer is $\frac{3}{4}$.

a. Who is correct—Odessa, Bob, or both?

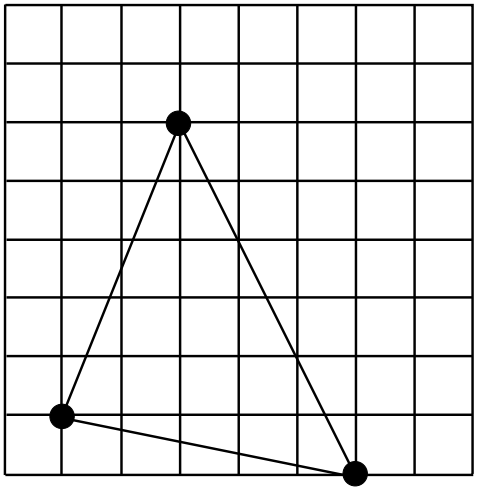
b. Write how you would explain your answer to **part a** to Odessa and Bob. Draw your own pictures to go with your explanation.

Do not write on this page. Please write your answer to this open-response question on the next page. ☞

5.

Write your answer to question 6 in the space provided on the next page.

Congruent Shapes



6. Sometimes shapes are congruent to one another.
   a. On the grid provided on the next page, draw a shape that is CONGRUENT to the shape above. Label the congruent shape with a "C."
   b. Draw a shape that is NOT CONGRUENT to the shape above. Label the not congruent shape "NC."
   c. Explain why the CONGRUENT shapes are congruent.
   d. Explain why the NOT CONGRUENT shape is not congruent.

Do not write on this page. Please write your answer to this open-response question on the next page. ☞

6.

Write your answer to question 7 in the space provided on the next page.

Lunch Choices

7. Once a week, the students at Park City School get to choose the main dish and side items they will have for lunch. The choices they have this week are shown below.

Choice of 1 Main Dish	Choice of 2 Side Items
tacos hamburgers	corn piece of fruit French fries

a. Based on the choices above, what are ALL of the different combinations of one main dish and two side items that are possible? Show your work in an organized list, chart, or table.

b. Next week, in addition to the choices of one main dish and two side items, the students will have the choice of one dessert—either cake OR ice cream. How many different combinations of one main dish, two side items, and one dessert will there be? Explain or show how you got your answer.

Do not write on this page. Please write your answer to this open-response question on the next page. ☞

7.

Write your answer to question 8 in the space provided on the next page.

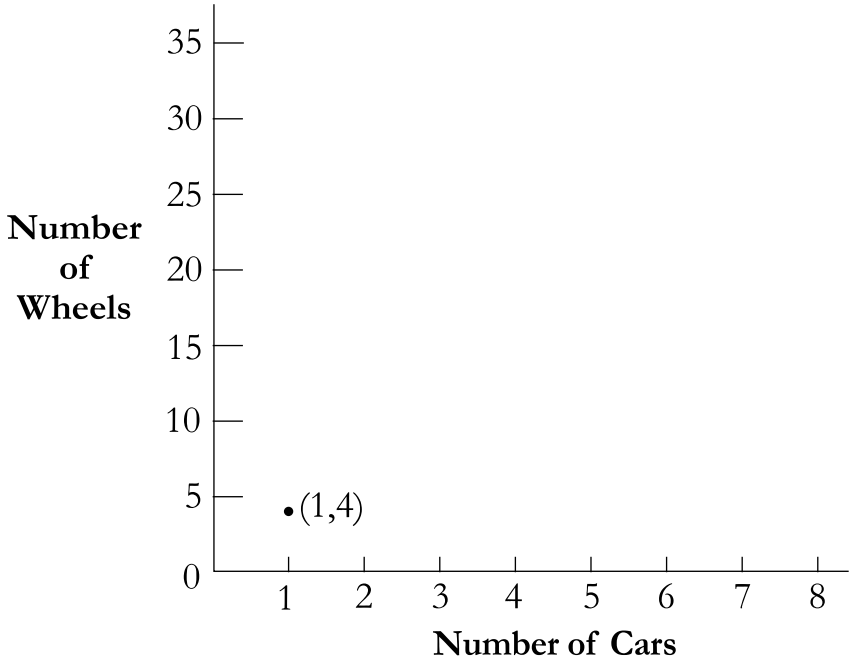
Wheel Graph

8. The relationship between numbers of cars (C) and numbers of wheels (W) is given by the expression W = 4 × C. This means the number of wheels is equal to 4 times the number of cars.

   a. Copy the table below onto the next page. Complete the table by showing the number of wheels for each number of cars.

C	W = 4 × C
1	4
2	
3	
4	
5	

   b. Draw a coordinate graph like the one below onto the grid on the next page. Plot the number pairs from **part a** onto the coordinate graph.



   c. Locate and plot the point on the graph that would show how many wheels 8 cars have. Label it P.

8.

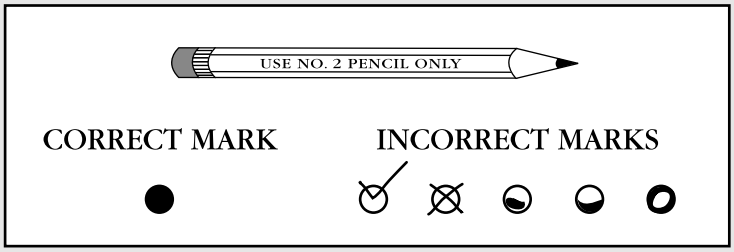
STOP!

DO NOT MARK ON THIS PAGE

Kentucky Department of Education

Grade 5
Social Studies

WHEN ANSWERING QUESTIONS IN THIS TEST BOOKLET



- Use only soft black lead pencil (No. 2).
- Do NOT use ink or ball point pen.
- When marking your answers to multiple-choice questions, make heavy, dark marks that completely fill the circle. Mark only one answer for each question.
- Erase completely any marks you wish to change.
- Make NO STRAY marks on any page of your test booklet.
- For the open-response questions, be sure you write your answers on the lines and in the spaces provided. Answers or parts of answers written outside the boxed areas cannot be scored.

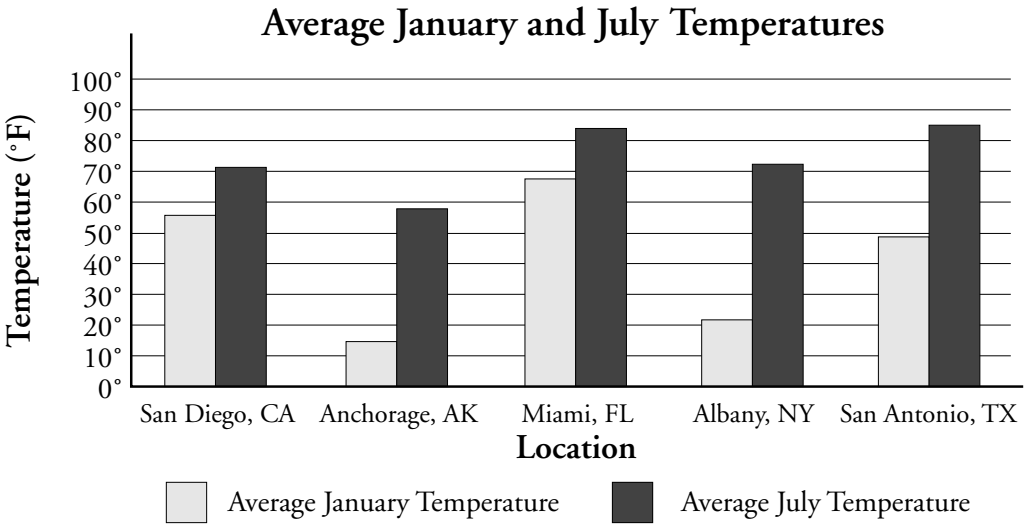
SOCIAL STUDIES

Please mark your answer for each multiple-choice question by filling in the circle completely for the correct answer. Mark only one answer for each question. If you do not know the answer, make your best guess.

1. People in the United States enjoy freedom of speech. This freedom is protected by the
   - ○ Declaration of Independence.
   - ○ Bill of Rights.
   - ○ Emancipation Proclamation.
   - ○ Articles of Confederation.

2. When the price of gasoline goes up, what will the airlines do to continue to earn a profit?
   - ○ increase the prices of tickets
   - ○ increase the pay of their employees
   - ○ decrease the prices of tickets
   - ○ decrease the number of seats on the airplanes

Use the bar graph below to answer question 3.



3. If you are looking for a place to live that has warm winters and cool summers, which city would be your BEST choice?

○ Albany, NY

○ San Diego, CA

○ Anchorage, AK

○ San Antonio, TX

4. Artifacts are objects left behind by humans. Scientists and historians study artifacts to

○ create museum displays.

○ learn about earlier people.

○ predict the future.

○ make movies.

SOCIAL STUDIES OPEN-RESPONSE QUESTIONS

Read all parts of each open-response question before you begin. Write your answers to the open-response questions in the space provided in this test booklet.

Write your answer to question 5 in the space provided on the next page.

Native American Influences

5. Native American cultures have influenced many parts of American life, including our government. For example, in the Iroquois culture, each tribe would send a representative to meet with the other tribes' representatives to discuss problems and make decisions for the entire Iroquois League.
   a. Explain how our government uses this idea of representative government.
   b. Explain TWO reasons why this is a good way to govern our country.

Do not write on this page. Please write your answer to this open-response question on the next page. ☞

5.

Write your answer to question 6 in the space provided on the next page.

Cardcat Culture

6. The culture of a group of people can be shown in many ways, including through their clothes, language, art, beliefs, and customs. For example, in one Kentucky town there is a large group of people who are very proud of their town's fantastic basketball team, the Cardcats. This group of people supports the team in so many different ways that some people say the Cardcat fans and supporters "have their own culture."

   Describe THREE things that might be part of the Cardcat fans' culture. Give a specific example for each.

Do not write on this page. Please write your answer to this open-response question on the next page. ☞

6.

Write your answer to question 7 in the space provided on the next page.

Government Workers

7. In the United States, the town, county, and state governments, and the national government collect taxes to provide citizens with many different services. Some of the tax money is used to hire people to do the different government jobs that provide these services.
   a. Identify TWO types of government jobs.
   b. Describe the services each job provides.

Do not write on this page. Please write your answer to this open-response question on the next page. ☞

7.

Write your answer to question 8 in the space provided on the next page.

Shopping Center or Park?

8. Your town is planning to build either a shopping center or a park next to your school. Which one do you think would be better? Why do you think so?

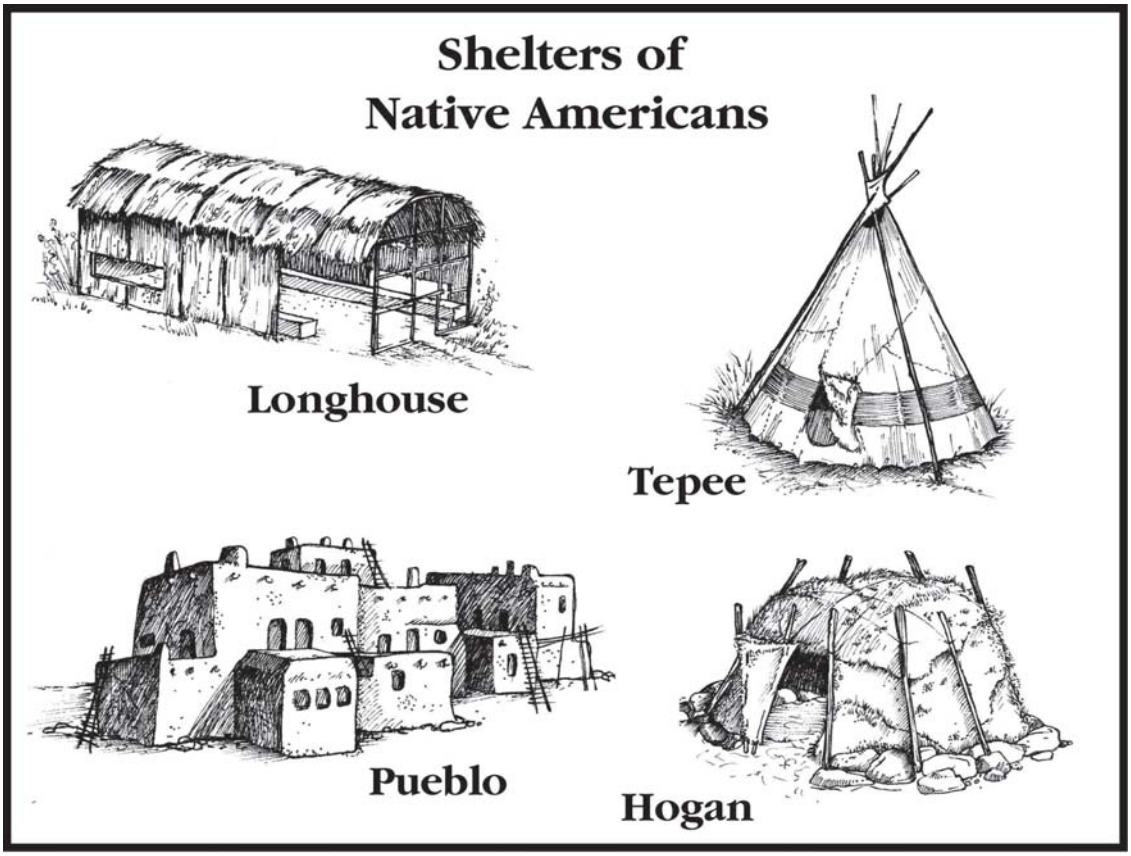
Do not write on this page. Please write your answer to this open-response question on the next page. ☞

8.

Write your answer to question 9 in the space provided on the next page.

Shelters of Native Americans

9. Look at the pictures of shelters of EARLY groups of Native Americans shown below.



a. How are the kinds of shelters different?

b. Why did different groups of Native Americans have different kinds of shelters?

Do not write on this page. Please write your answer to this open-response question on the next page. ☞

9.

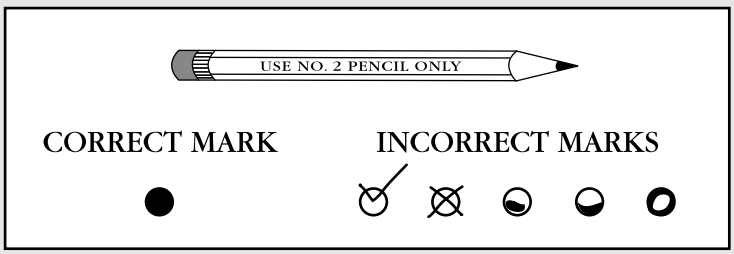
STOP!

DO NOT MARK ON THIS PAGE

Grade 5

Arts & Humanities

WHEN ANSWERING QUESTIONS IN THIS TEST BOOKLET

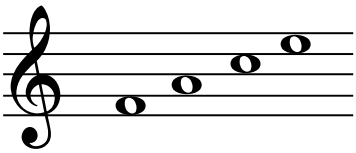


- Use only soft black lead pencil (No. 2).
- Do NOT use ink or ball point pen.
- When marking your answers to multiple-choice questions, make heavy, dark marks that completely fill the circle. Mark only one answer for each question.
- Erase completely any marks you wish to change.
- Make NO STRAY marks on any page of your test booklet.
- For the open-response questions, be sure you write your answers on the lines and in the spaces provided. Answers or parts of answers written outside the boxed areas cannot be scored.

ARTS & HUMANITIES

Please mark your answer for each multiple-choice question by filling in the circle completely for the correct answer. Mark only one answer for each question. If you do not know the answer, make your best guess.

Use the music below to answer question 1.



1. The notes in the spaces of the treble clef music staff shown above from bottom to top are
   - ○ FACE.
   - ○ FGAB.
   - ○ CAGE.
   - ○ EGBD.

2. In dancing, the use of energy while moving is called
   - ○ tempo.
   - ○ shape.
   - ○ force.
   - ○ level.

3. A tree, chair, or table that is used as part of a play is called a

○ prop.

○ plot.

○ role.

○ character.

4. A picture or design made by gluing together materials or objects (such as paper, cloth, string, photos) is called a

○ painting.

○ collage.

○ weaving.

○ sketch.

ARTS & HUMANITIES OPEN-RESPONSE QUESTIONS

Read all parts of each open-response question before you begin. Write your answers to the open-response questions in the space provided in this test booklet.

Write your answer to question 5 in the space provided on the next page.

Instrument Families

5. Instruments make different sounds and are grouped together into families based on how these sounds are produced. The four instrument families are strings, woodwinds, brass, and percussion.
   a. Name TWO of the families of instruments and identify ONE instrument from EACH family.
   b. Explain how sound is produced by EACH of the two instruments.

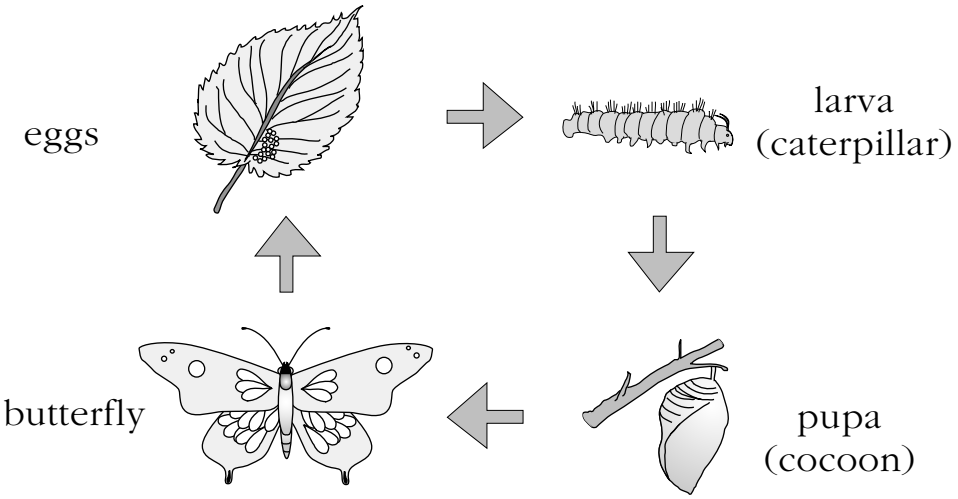
Do not write on this page. Please write your answer to this open-response question on the next page. ☞

5.

Write your answer to question 6 in the space provided on the next page.

Butterfly Dance

6. You have been asked to help create a dance showing the life cycle of a butterfly. The four stages of the butterfly's life cycle are shown below.



Your job is to think of movements that a dancer could do to show each stage of the butterfly's life cycle.

a. Describe ONE dance movement (locomotor or non-locomotor) that shows EACH of the four stages of the butterfly's life cycle.

b. Describe the SHAPE and LEVEL of EACH of the FOUR movements that you described in **part a.**

Do not write on this page. Please write your answer to this open-response question on the next page. ☞

6.

Write your answer to question 7 in the space provided on the next page.

The Dancing Animals

7. Your class is going to make up a play about animals that can dance. Your job is to create two characters for the play.
   a. Name TWO characters that could be in a play about dancing animals. Describe what the characters would look like and what they would wear.
   b. For EACH of the two characters, describe the character's part (what the character does) in the play.

Do not write on this page. Please write your answer to this open-response question on the next page. ☞

7.

Write your answer to question 8 in the space provided on the next page.

Using Colors

8. An artist can use colors to help create a mood or feeling in a painting. Three different color groups that an artist can use to help create a mood or feeling are WARM COLORS (such as red, yellow, and orange), COOL COLORS (such as blue, green, and violet) and NEUTRAL COLORS (such as black, brown, gray, and white).

Charmion von Wiegand, *Untitled (Cat in Window)*, n.d. Oil on canvas, 20 ¼ x 24 in. Gift of Marion Hammett Smith, National Museum of Women in the Arts. © The Estate of Charmion von Wiegand; Courtesy of Michael Rosenfeld Gallery, LLC, New York, NY.

a. Name a part of the painting where the artist uses WARM COLORS, a part where the artist uses COOL COLORS, and a part where the artist uses NEUTRAL COLORS.

b. Describe the mood or feeling of the artist's painting. Explain how the colors chosen by the artist help create this mood or feeling.

8.

STOP!

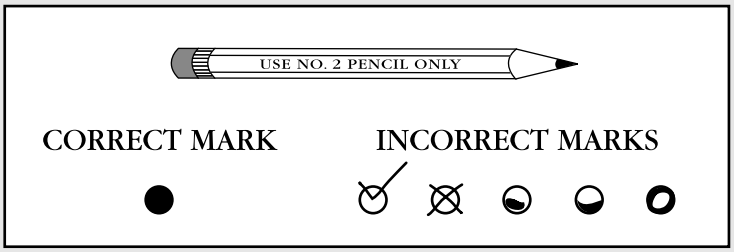
DO NOT MARK ON THIS PAGE

Kentucky Department of Education

Grade 5

Practical Living & Vocational Studies

WHEN ANSWERING QUESTIONS IN THIS TEST BOOKLET



- Use only soft black lead pencil (No. 2).
- Do NOT use ink or ball point pen.
- When marking your answers to multiple-choice questions, make heavy, dark marks that completely fill the circle. Mark only one answer for each question.
- Erase completely any marks you wish to change.
- Make NO STRAY marks on any page of your test booklet.
- For the open-response questions, be sure you write your answers on the lines and in the spaces provided. Answers or parts of answers written outside the boxed areas cannot be scored.

PRACTICAL LIVING/VOCATIONAL STUDIES

Please mark your answer for each multiple-choice question by filling in the circle completely for the correct answer. Mark only one answer for each question. If you do not know the answer, make your best guess.

1. Puberty occurs during which stage of life?
   - ○ infancy
   - ○ childhood
   - ○ adolescence
   - ○ adulthood

2. The BEST example of a physical activity that can be done throughout a person's life is
   - ○ football.
   - ○ skiing.
   - ○ swimming.
   - ○ basketball.

3. Larry must choose which restaurant his family will visit on a trip. The LEAST important thing to consider when making this decision is the
   - ○ selection of food.
   - ○ size of the restaurant.
   - ○ quality of service.
   - ○ price of the food.

4. Thomas has a part-time job working in a garden. This job would BEST help him prepare for a career in
   - ○ transportation.
   - ○ agriculture.
   - ○ fish and wildlife.
   - ○ dairy farming.

Turn the page and continue with the next question →

PRACTICAL LIVING/VOCATIONAL STUDIES
OPEN-RESPONSE QUESTIONS

Read all parts of each open-response question before you begin. Write your answers to the open-response questions in the space provided in this test booklet.

Write your answer to question 5 in the space provided on the next page.

Safety Around Strangers

5. Susie has been taught by her parents and her teachers not to talk to strangers when she is alone.
   a. Describe THREE things, in addition to not talking, that Susie might do if a stranger came up to her when she was alone.
   b. Explain how EACH of these actions would help to keep her safe.

Do not write on this page. Please write your answer to this open-response question on the next page. ☞

5.

Write your answer to question 6 in the space provided on the next page.

Jenny's Camping Trip

6. Jenny is going camping for the weekend. She is packing and does not have space to bring a lot of things with her.
   a. Name TWO things that Jenny NEEDS to pack.
   b. Explain why she needs EACH of these things.
   c. Name TWO things that Jenny might WANT to pack.
   d. Explain why EACH of these things is not a need.

Do not write on this page. Please write your answer to this open-response question on the next page. ☞

6.

Write your answer to question 7 in the space provided on the next page.

Rules for a Small Group Project

7. You have been chosen to work in a small group for a class project. As a group, you must make rules to help you share ideas.
   a. Name THREE rules you would like to see your group follow so that everyone's ideas can be shared.
   b. Explain why sharing ideas is important.

Do not write on this page. Please write your answer to this open-response question on the next page. ☞

7.

STOP!

ACKNOWLEDGMENTS

The Kentucky Department of Education would like to thank those who have granted permission to reproduce the following copyrighted material:

Photographs for Mathematics Subject Page: *Close-up View of a Calculator* © Jeffrey Coolidge/CORBIS, *Performing Math Calculations at Chalkboard* © Tom Grill/CORBIS, *Pencil and Protractor* and *College Student Studying in Library* © Royalty-Free/CORBIS.

Photographs for Social Studies Subject Page: *Boys Solving Arithmetic Equations on Blackboard* © CORBIS, *Topographical Globe of North America*, *Replica of the US Constitution*, and *Statue of Liberty* © Royalty-Free/CORBIS, *Hand Holding Chinese Currency* © Lee White/CORBIS, *Cumberland Water Gap, Kentucky, USA* © Digital Vision/ Getty Images.

Charmion von Wiegand, *Untitled (Cat in Window)*, n.d. Oil on canvas, 20 ¼ x 24 in. Gift of Marion Hammett Smith, National Museum of Women in the Arts. © The Estate of Charmion von Wiegand; Courtesy of Michael Rosenfeld Gallery, LLC, New York, NY.

Photographs for Arts and Humanities Subject Page: *Students in School Band* and *Girl Writing on a Blackboard in a Classroom* © CORBIS, *Native North American Textile Work* and *Adolescents in Ballet Class* © Royalty-Free/CORBIS.

Photographs for Practical Living and Vocational Studies Subject Page: *Students in a Computer Lab*, *Fresh vegetables*, *Pitcher Throwing the Ball*, and *Doctors Evaluating an X-ray* © Image 100/Royalty-Free/CORBIS, *Woman Balancing Her Checkbook* © Royalty-Free/ CORBIS.

Every effort has been made to contact and credit all copyright holders.

SCORING INFORMATION FOR MATHEMATICS

For each multiple-choice question, this section provides the correct answer, the Academic Expectation(s) and Code(s) from the Core Content for Assessment that the question addresses, and the percentage of test takers who answered the item correctly. For each open-response question, this section provides the Academic Expectation(s) and Code(s) from the Core Content for Assessment that the question addresses, the percentage of test takers who scored at each score point, and a scoring guide describing expectations for performance at each score point.

1. José had 64 baseball cards. He gave 12 cards to his sister. Then he divided the remaining cards equally among his FOUR friends. How many cards did each of his friends get?

   ● 13 cards

   ○ 16 cards

   ○ 17 cards

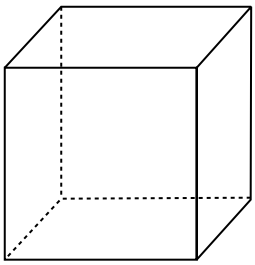
   ○ 18 cards

Primary Academic Expectation: 2.8 "Students understand various mathematical procedures and use them appropriately and accurately."

Primary Core Content Code: 1.2.002 "Add, subtract, multiply, and divide whole numbers using a variety of methods (e.g., mental, paper and pencil, calculator)."

Percentage of test takers who answered this item correctly in 2001: 82

Use the figure below to answer question 2.



2. How many edges does the figure above have?

○ 6

○ 8

● 12

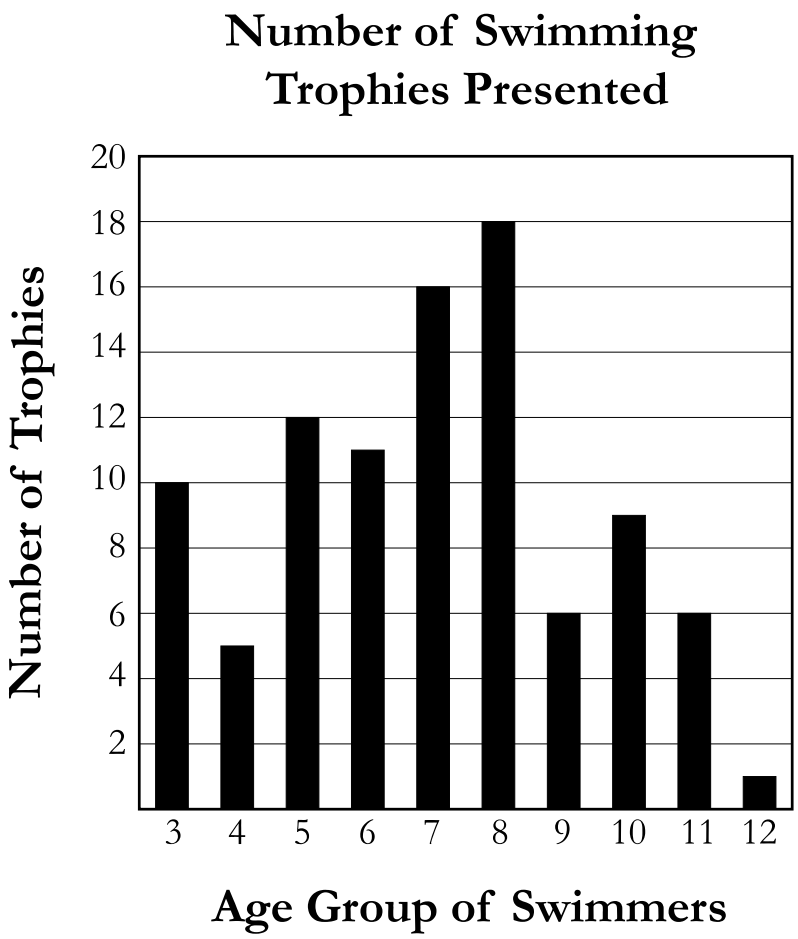
○ 16

Primary Academic Expectation: 2.9 "Students understand space and dimensionality concepts and use them appropriately and accurately."

Primary Core Content Code: 2.1.001 "Basic geometric elements and terms including points, rays, lines (perpendicular, parallel, intersecting), segments, sides, edges, faces, vertices, radius, diameter, and angles (acute, right, obtuse)."

Percentage of test takers who answered this item correctly in 2000: 32

Use the bar graph below to answer question 3.



3. Which age group received twice as many trophies as the 4-year-olds?

- ● 3-year-olds
- ○ 5-year-olds
- ○ 6-year-olds
- ○ 10-year-olds

Primary Academic Expectation: 2.13 "Students understand and appropriately use statistics and probability."

Primary Core Content Code: 3.1.003 "The process of using data to answer questions (e.g., pose a question, plan, collect data, organize and display data, interpret data to answer question)."

Secondary Academic Expectation: 2.13 "Students understand and appropriately use statistics and probability."
Secondary Core Content Code: 3.2.003 "Construct and interpret displays of data (e.g., line graph, bar graph, pictograph, line plot, simple Venn diagram, table)."

Percentage of test takers who answered this item correctly in 2001: 59

4. What is the rule for this pattern?

2, 1, 3, 2, 4, 3, 5, 4, 6

○ subtract 1, multiply by 3

○ add 2, add 3

● subtract 1, add 2

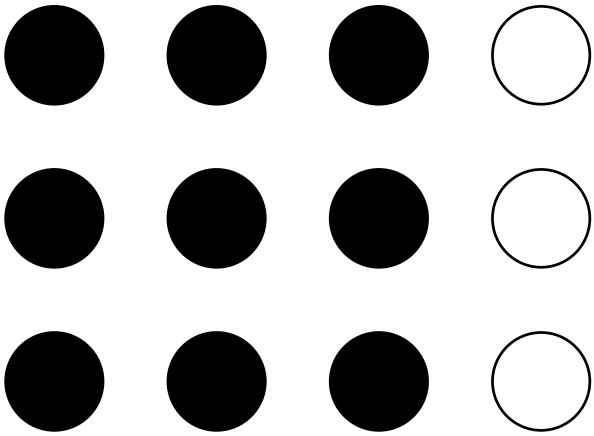
○ multiply by 2, divide by 1

Primary Academic Expectation: 2.11 "Students understand mathematical change concepts and use them appropriately and accurately."
Primary Core Content Code: 4.2.001 "Find rules for, extend, and create patterns."

Percentage of test takers who answered this item correctly in 2003: 73

A Fractional Part

5. Mrs. Washington asked her students what fractional part of these 12 circles is shaded.



Odessa thinks the answer is $\frac{9}{12}$.

Bob thinks the answer is $\frac{3}{4}$.

a. Who is correct—Odessa, Bob, or both?

b. Write how you would explain your answer to **part a** to Odessa and Bob. Draw your own pictures to go with your explanation.

Primary Academic Expectation: 2.7 "Students understand number concepts and use numbers appropriately and accurately."
Primary Core Content Code: 1.3.001 "How fractions, decimals, and whole numbers relate (equivalence, order)."

Secondary Academic Expectation: 2.7 "Students understand number concepts and use numbers appropriately and accurately."
Secondary Core Content Code: 1.1.005 "Multiple representations of numbers (e.g., drawings, manipulative, symbols)."

Percentage of test takers in 2003 who received

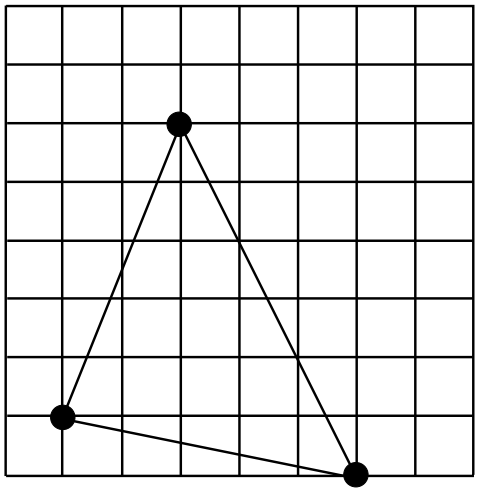
a score of 4: 14
a score of 3: 19
a score of 2: 23
a score of 1: 36
a score of 0: 7

Percentage of blank responses: 1

Scoring Guide

SCORE	DESCRIPTION
4	Student answers that both are correct. Student clearly explains and clearly illustrates the equivalence of 9/12 and 3/4 using pictures and words.
3	Student answers that both are correct. Explanation and pictures are not clear but combined show understanding of the equivalence of 9/12 and 3/4. **OR** Student answers that both are correct. Student clearly explains or clearly illustrates the equivalence of 9/12 and 3/4 using pictures **or** words.
2	Student answers that both are correct. Explanation and/or pictures show some understanding of fractions but not equivalence. May simply state that 9/12=3/4. **OR** Student's explanation or pictures show some understanding of the equivalence of fractions. Response may reference fractions other than 9/12 and 3/4. Response to part a may be missing or incorrect.
1	Student demonstrates minimal understanding (e.g., student answers that both are correct with no explanation or pictures).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Congruent Shapes



6. Sometimes shapes are congruent to one another.
   a. On the grid provided on the next page, draw a shape that is CONGRUENT to the shape above. Label the congruent shape with a "C."
   b. Draw a shape that is NOT CONGRUENT to the shape above. Label the not congruent shape "NC."
   c. Explain why the CONGRUENT shapes are congruent.
   d. Explain why the NOT CONGRUENT shape is not congruent.

Primary Academic Expectation: 2.9 "Students understand space and dimensionality concepts and use them appropriately and accurately."
Primary Core Content Code: 2.1.004 "Symmetry, congruence, and similar figures."

Secondary Academic Expectation: 2.9 "Students understand space and dimensionality concepts and use them appropriately and accurately."
Secondary Core Content Code: 2.3.001 "How two-dimensional shapes are alike or different."

Percentage of test takers in 2002 who received

a score of 4: 9
a score of 3: 22
a score of 2: 28
a score of 1: 37
a score of 0: 4

Percentage of blank responses: 0

Scoring Guide

SCORE	DESCRIPTION
4	Student earns 4 points.
3	Student earns 3 – 3.5 points.
2	Student earns 2 – 2.5 points.
1	Student earns .5 – 1.5 points.
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Score Points

Part a:
score 1 point correct drawing of a shape that is congruent

Part b:
score 1 point correct drawing of a shape that is not congruent

Part c:
score 1 point clear explanation of "congruent"
OR
score .5 point vague or partially correct explanation of "congruent"

Part d:
score 1 point clear explanation of "not congruent"
OR
score .5 point vague or partially correct explanation of "not congruent"

Lunch Choices

7. Once a week, the students at Park City School get to choose the main dish and side items they will have for lunch. The choices they have this week are shown below.

Choice of 1 Main Dish	Choice of 2 Side Items
tacos hamburgers	corn piece of fruit French fries

a. Based on the choices above, what are ALL of the different combinations of one main dish and two side items that are possible? Show your work in an organized list, chart, or table.

b. Next week, in addition to the choices of one main dish and two side items, the students will have the choice of one dessert—either cake OR ice cream. How many different combinations of one main dish, two side items, and one dessert will there be? Explain or show how you got your answer.

Primary Academic Expectation: 2.11 "Students understand mathematical change concepts and use them appropriately and accurately."
Primary Core Content Code: 3.2.002 "Collect, organize, and describe data (e.g., drawings, tables, charts)."

Secondary Academic Expectation: 2.11 "Students understand mathematical change concepts and use them appropriately and accurately."
Secondary Core Content Code: 3.2.007 "Generate all possible outcomes in simple probability activities."

Percentage of test takers in 2003 who received

a score of 4: 22
a score of 3: 7
a score of 2: 19
a score of 1: 21
a score of 0: 30

Percentage of blank responses: 1

Scoring Guide

SCORE	DESCRIPTION
4	Student scores 4 points.
3	Student scores 3 points.
2	Student scores 2 points.
1	Student scores 1 point. **OR** Student demonstrates minimal understanding (e.g., student gives at least one combination in part a and/or at least one combination in part b).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Score Points

Part a:

score 2 points — all 6 combinations in an organized list, chart, or table

OR

score 1 point — 4 or 5 combinations in an organized list, chart, or table

OR

all 6 combinations not presented in an organized list, chart, or table

Part b:

score 2 points — correct answer with work or explanation

OR

all 12 combinations in an organized list, chart, or table

OR

score 1 point — correct answer without work or explanation

OR

8-11 combinations in an organized list, chart, or table

Note: A "4" response may not include any duplicate meals.

Correct Answers

Part a:

taco, corn, piece of fruit	hamburger, corn, piece of fruit
taco, corn, French fries	hamburger, corn, French fries
taco, piece of fruit, French fries	hamburger, piece of fruit, French fries

Part b:

Correct answer: 12

Sample explanation: For each combination in part a, there are 2 choices of dessert, which gives 12 combinations.

taco, corn, piece of fruit, cake	hamburger, corn, piece of fruit, cake
taco, corn, French fries, cake	hamburger, corn, French fries, cake
taco, piece of fruit, French fries, cake	hamburger, piece of fruit, French fries, cake
taco, corn, piece of fruit, ice cream	hamburger, corn, piece of fruit, ice cream
taco, corn, French fries, ice cream	hamburger, corn, French fries, ice cream
taco, piece of fruit, French fries, ice cream	hamburger, piece of fruit, French fries, ice cream

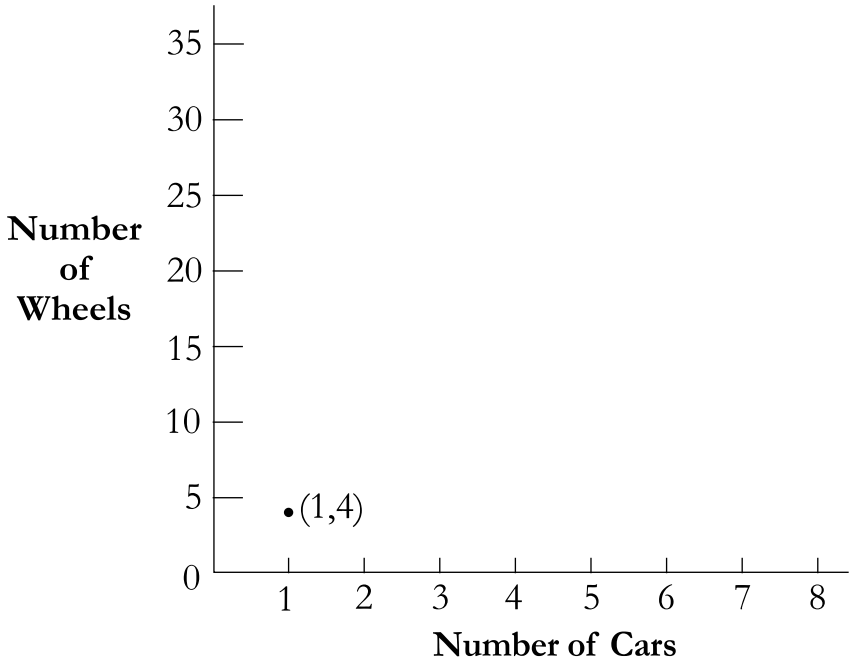
Wheel Graph

8. The relationship between numbers of cars (C) and numbers of wheels (W) is given by the expression W = 4 × C. This means the number of wheels is equal to 4 times the number of cars.

   a. Copy the table below onto the next page. Complete the table by showing the number of wheels for each number of cars.

C	W = 4 × C
1	4
2	
3	
4	
5	

   b. Draw a coordinate graph like the one below onto the grid on the next page. Plot the number pairs from **part a** onto the coordinate graph.



   c. Locate and plot the point on the graph that would show how many wheels 8 cars have. Label it P.

Primary Academic Expectation: 2.11 "Students understand mathematical change concepts and use them appropriately and accurately."
Primary Core Content Code: 4.2.002 "Create tables to analyze patterns/functions."

Secondary Academic Expectation: 2.11 "Students understand mathematical change concepts and use them appropriately and accurately."
Secondary Core Content Code: 4.2.005 "Graph ordered pairs on a positive coordinate grid."

Tertiary Academic Expectation: 2.11 "Students understand mathematical change concepts and use them appropriately and accurately."
Tertiary Core Content Code: 4.2.001 "Find rules for, extend, and create patterns."

Percentage of test takers in 2003 who received

a score of 4: 14
a score of 3: 23
a score of 2: 19
a score of 1: 31
a score of 0: 12

Percentage of blank responses: 1

Scoring Guide

SCORE	DESCRIPTION
4	Student completes the table showing the number of wheels for 1, 2, 3, 4, and 5 cars. Student draws a coordinate graph and plots the number pairs from part a. Student plots and labels the point on the graph that would show how many wheels 8 cars have.
3	Student completes the table showing the number of wheels for 1, 2, 3, 4, and 5 cars. Student draws a coordinate graph and plots the number pairs from part a. Student plots and labels the point on the graph that would show how many wheels 8 cars have. Student may have one error in part a and/or b (for a total of no more than two errors).
2	Student completes the table showing the number of wheels for 1, 2, 3, 4, and 5 cars, with at most one error or omission. Student draws a coordinate graph and demonstrates an understanding of coordinate graphing with some degree of accuracy. Response to part c is missing or incorrect.
1	Student demonstrates minimal understanding (e.g., student enters at least one number correctly in the table in part a **or** student finds and plots at least one point correctly in part b).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

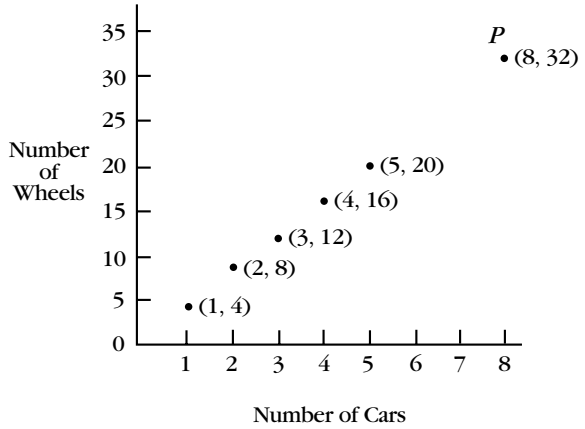
Correct Answers

Part a: Complete table for these values of C: 1, 2, 3, 4, and 5

C	W = 4 × C
1	4
2	8
3	12
4	16
5	20

Part b: (see below)

Part c: point P = (8, 32)



SCORING INFORMATION FOR SOCIAL STUDIES

For each multiple-choice question, this section provides the correct answer, the Academic Expectation(s) and Code(s) from the Core Content for Assessment that the question addresses, and the percentage of test takers who answered the item correctly. For each open-response question, this section provides the Academic Expectation(s) and Code(s) from the Core Content for Assessment that the question addresses, the percentage of test takers who scored at each score point, and a scoring guide describing expectations for performance at each score point.

1. People in the United States enjoy freedom of speech. This freedom is protected by the

   ○ Declaration of Independence.

   ● Bill of Rights.

   ○ Emancipation Proclamation.

   ○ Articles of Confederation.

Primary Academic Expectation: 2.14 "Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations."

Primary Core Content Code: 1.3.002 "The U.S. government guarantees certain rights (e.g., freedom of religion, freedom of press) such as those found in the Bill of Rights, the first ten amendments to the U.S. Constitution."

Percentage of test takers who answered this item correctly in 2002: 64

2. When the price of gasoline goes up, what will the airlines do to continue to earn a profit?

   ● increase the prices of tickets

   ○ increase the pay of their employees

   ○ decrease the prices of tickets

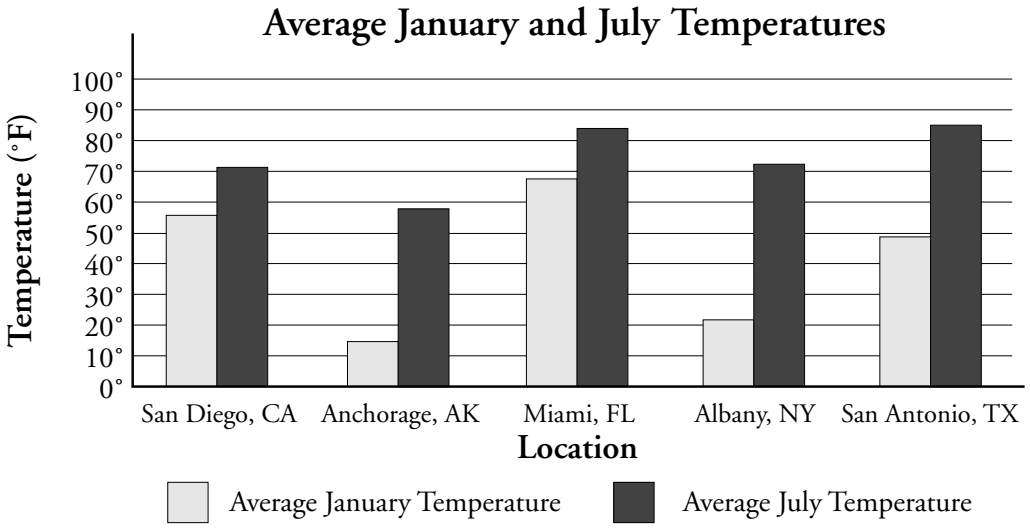
   ○ decrease the number of seats on the airplanes

Primary Academic Expectation: 2.18 "Students understand economic principles and are able to make economic decisions that have consequences in daily living."

Primary Core Content Code: 3.2.004 "Profit is the difference between revenues and the costs entailed in producing or selling goods or services."

Percentage of test takers who answered this item correctly in 2002: 68

Use the bar graph below to answer question 3.



3. If you are looking for a place to live that has warm winters and cool summers, which city would be your BEST choice?

○ Albany, NY

● San Diego, CA

○ Anchorage, AK

○ San Antonio, TX

Primary Academic Expectation: 2.19 "Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations."

Primary Core Content Code: 4.1.001 "Simple physical, political, and thematic maps, globes, charts, photographs, aerial photography, and graphs can be used to find and explain locations and display information."

Percentage of test takers who answered this item correctly in 2002: 63

4. Artifacts are objects left behind by humans. Scientists and historians study artifacts to

○ create museum displays.

● learn about earlier people.

○ predict the future.

○ make movies.

Primary Academic Expectation: 2.20 "Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective."

Primary Core Content Code: 5.1.002 "History can be understood by using a variety of primary and secondary sources and tools (e.g., artifacts, diaries, time lines)."

Percentage of test takers who answered this item correctly in 2000: 79

5. Native American cultures have influenced many parts of American life, including our government. For example, in the Iroquois culture, each tribe would send a representative to meet with the other tribes' representatives to discuss problems and make decisions for the entire Iroquois League.
   a. Explain how our government uses this idea of representative government.
   b. Explain TWO reasons why this is a good way to govern our country.

Primary Academic Expectation: 2.15 "Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy."

Primary Core Content Code: 1.2.002 "The three branches of government at each level are legislative (propose bills/make laws), executive (carry out or enforce laws), and judicial (interpret laws)."

Percentage of test takers in 2000 who received

a score of 4: 3
a score of 3: 14
a score of 2: 31
a score of 1: 37
a score of 0: 15

Percentage of blank responses: 1

Scoring Guide

SCORE	DESCRIPTION
4	Student clearly explains how our government uses the idea of representative government. Student clearly explains two reasons why this is a good way to govern our country.
3	Student generally explains how our government uses the idea of representative government. Student generally explains two reasons why this is a good way to govern our country.
2	Student provides a limited explanation of how our government uses the idea of representative government. Student provides a limited explanation of one or two reasons why this is a good way to govern our country.
1	Student demonstrates minimal understanding (e.g., student provides a limited explanation of how our government uses the idea of representative government with no explanation of why this is a good way to govern our country).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Examples of reasons why representative government is a good way to govern our country:

- Allows an individual's views to be heard
- Promotes protection of an individual's rights
- Permits the expression of peoples' needs
- Helps to make government accountable for its actions and policies

Cardcat Culture

6. The culture of a group of people can be shown in many ways, including through their clothes, language, art, beliefs, and customs. For example, in one Kentucky town there is a large group of people who are very proud of their town's fantastic basketball team, the Cardcats. This group of people supports the team in so many different ways that some people say the Cardcat fans and supporters "have their own culture."

   Describe THREE things that might be part of the Cardcat fans' culture. Give a specific example for each.

Primary Academic Expectation: 2.16 "Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups."

Primary Core Content Code: 2.1.002 "Elements of culture (e.g., language, music, art, dress, food, stories, folktales) serve to define specific groups and may result in unique perspectives."

Secondary Academic Expectation: 2.16 "Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups."

Secondary Core Content Code: 2.2.001 "All cultures develop institutions, customs, beliefs, and holidays reflecting their unique histories, situations, and perspectives."

Percentage of test takers in 2001 who received

a score of 4: 5
a score of 3: 16
a score of 2: 30
a score of 1: 27
a score of 0: 21

Percentage of blank responses: 1

Scoring Guide

SCORE	DESCRIPTION
4	Student clearly describes three things that might be part of the Cardcat fans' culture and gives a specific example for each.
3	Student generally describes three things that might be part of the Cardcat fans' culture and gives an example for each. **OR** Student clearly describes two things that might be part of the Cardcat fans' culture and gives a specific example for each.
2	Student gives a limited description of three things that might be part of the Cardcat fans' culture. **OR** Student generally describes two things that might be part of the Cardcat fans' culture and gives an example for at least one.
1	Student demonstrates minimal understanding (e.g., student describes one thing that might be part of the Cardcat fans' culture).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Examples of things that might be part of the Cardcat fans' culture:

- Clothes—wear t-shirts or hats with the team's name/logo on them
- Language or tradition—make up a Cardcat cheer
- Language—create their own jargon or slang unique to the Cardcat culture
- Tradition—have parties before the Cardcat games
- Tradition—watch the Cardcat games

Government Workers

7. In the United States, the town, county, and state governments, and the national government collect taxes to provide citizens with many different services. Some of the tax money is used to hire people to do the different government jobs that provide these services.
   a. Identify TWO types of government jobs.
   b. Describe the services each job provides.

Primary Academic Expectation: 2.18 "Students understand economic principles and are able to make economic decisions that have consequences in daily living."

Primary Core Content Code: 3.4.002 "The government provides goods and services (e.g., police force, fire fighting, education, food surpluses) and pays for them with taxes. Private businesses offer similar goods and services (e.g., security guards, private schools, grocery stores) for profit."

Percentage of test takers in 2000 who received

a score of 4: 5
a score of 3: 21
a score of 2: 34
a score of 1: 26
a score of 0: 13

Percentage of blank responses: 0

Scoring Guide

SCORE	DESCRIPTION
4	Student identifies two government jobs and clearly describes the services each job provides.
3	Student identifies two government jobs and generally describes the services each job provides.
2	Student identifies at least one government job and gives a limited description of the services that job provides.
1	Student demonstrates minimal understanding (e.g., student identifies one government job with no description of the services that job provides).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Examples of government jobs and the services they provide:

- Postal workers—sort and deliver mail, pick up mail to be delivered, sell stamps, weigh packages and determine cost of shipping, ship mail
- Police—enforce laws, keep the peace, help people in emergencies and accidents, direct traffic
- Firefighters—fight fires, help people in emergencies, save lives, teach people how to prevent fires and how to react to fires, check for fire hazards in buildings
- Librarians—help people find information and books, keep libraries orderly, keep track of books and materials that have been loaned out
- Health department workers—help people stay healthy by providing necessary shots to prevent diseases, keep track of outbreaks of diseases, help people who are ill by giving physicals, check to see that all students have had their required shots and physicals in a timely manner, check that places that serve food follow health rules
- Teachers—teach students what they need to learn at a given grade level

Shopping Center or Park?

8. Your town is planning to build either a shopping center or a park next to your school. Which one do you think would be better? Why do you think so?

Primary Academic Expectation: 2.19 "Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations."

Primary Core Content Code: 4.1.004 "After looking at spatial factors, decisions (e.g., where to locate a store, house, playground, or equipment on a playground) are made about where to locate human activities on Earth's surface."

Percentage of test takers in 2000 who received

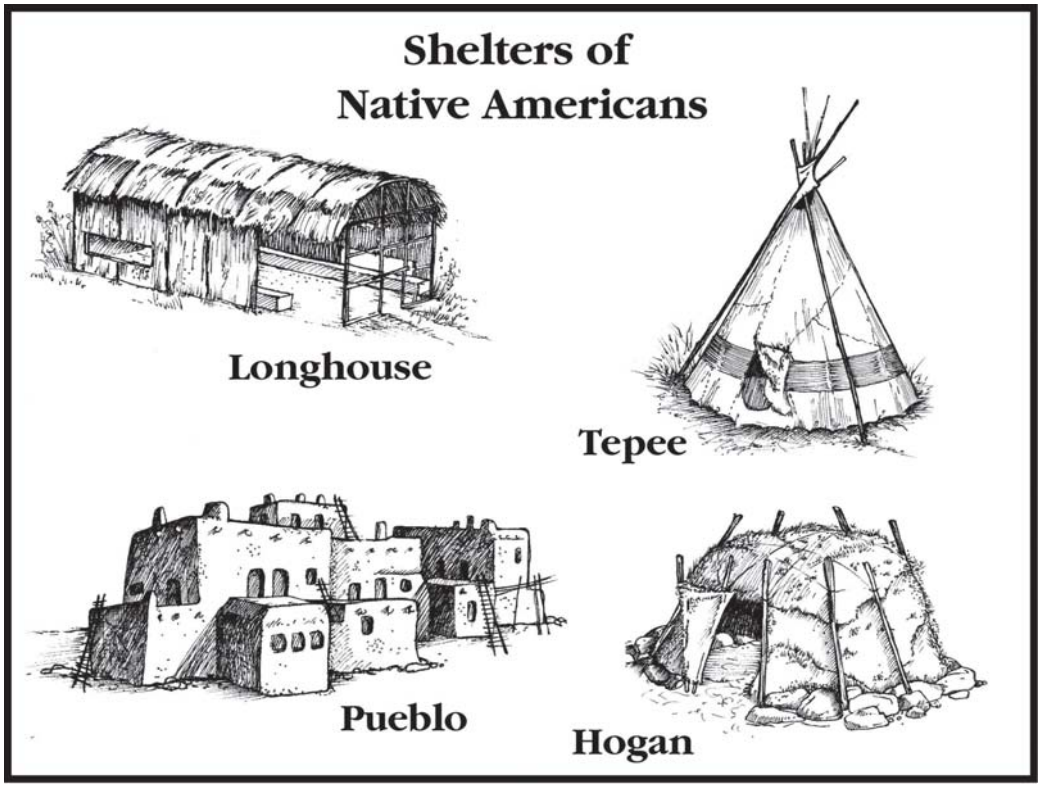
a score of 4: 7
a score of 3: 22
a score of 2: 49
a score of 1: 21
a score of 0: 1

Percentage of blank responses: 0

Scoring Guide

SCORE	DESCRIPTION
4	Student states whether it would be better to build a shopping center or a park next to the school and clearly explains why. Explanation includes why the choice made would be better than the alternative.
3	Student states whether it would be better to build a shopping center or a park next to the school and generally explains why.
2	Student states whether it would be better to build a shopping center or a park next to the school and gives a limited explanation of why. **OR** Student states whether it would be better to build a shopping center or a park and generally explains why without linking the choice to the fact that the school will be next door.
1	Student demonstrates minimal understanding (e.g., student states whether a shopping center or a park would be better with no explanation of why).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

9. Look at the pictures of shelters of EARLY groups of Native Americans shown below.



a. How are the kinds of shelters different?

b. Why did different groups of Native Americans have different kinds of shelters?

Primary Academic Expectation: 2.20 "Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective."

Primary Core Content Code: 5.2.001 "Native American cultures, both in Kentucky and the United States, had similarities (e.g., gender roles, family organization, religion, values) and differences (e.g., language, shelter, tools, foods, and clothing)."

Percentage of test takers in 2001 who received

a score of 4: 7
a score of 3: 20
a score of 2: 44
a score of 1: 24
a score of 0: 4

Percentage of blank responses: 1

Scoring Guide

SCORE	DESCRIPTION
4	Student clearly describes how the kinds of shelters shown are different and clearly explains why different groups of Native Americans have different kinds of shelters.
3	Student generally describes how the kinds of shelters shown are different and generally explains why different groups of Native Americans have different kinds of shelters.
2	Student gives a limited description of how the shelters are different and gives a limited explanation of why different groups of Native Americans have different kinds of shelters. **OR** Student generally describes how the kinds of shelters shown are different **or** generally explains why different groups of Native Americans have different kinds of shelters.
1	Student demonstrates minimal understanding (e.g., student gives a limited description of how the shelters are different **or** student gives a limited explanation of why different groups of Native Americans have different kinds of shelters).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

How the kinds of shelters are different:

- Shape
- Size
- Materials used
- Permanent versus movable
- Colors and/or ways decorated
- Features such as windows, doors, etc.

Why different groups of Native Americans have different kinds of shelters:

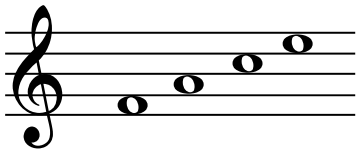
- Availability of building materials due to climate, environment, natural resources
- Climate and differing needs for temperature control
- Methods of obtaining food (i.e., if they grew their own food or had an abundant supply of fish or animals to hunt in a certain place, then they did not need to move and could have permanent shelters)
- Number of people residing in each structure

Note: Lists above are **not** exhaustive.

SCORING INFORMATION FOR ARTS & HUMANITIES

For each multiple-choice question, this section provides the correct answer, the Academic Expectation(s) and Code(s) from the Core Content for Assessment that the question addresses, and the percentage of test takers who answered the item correctly. For each open-response question, this section provides the Academic Expectation(s) and Code(s) from the Core Content for Assessment that the question addresses, the percentage of test takers who scored at each score point, and a scoring guide describing expectations for performance at each score point.

Use the music below to answer question 1.



1. The notes in the spaces of the treble clef music staff shown above from bottom to top are

   ● FACE.

   ○ FGAB.

   ○ CAGE.

   ○ EGBD.

Primary Academic Expectation: 2.23 "Students analyze their own and others' artistic products and performances using accepted standards."

Primary Core Content Code: 1.1.033 "Melody: shape, direction (up, down, same, step, skip), treble clef sign, pitch notation (notes from middle C to F at top of staff), high vs. low notes (pitches)."

Percentage of test takers who answered this item correctly in 2000: 77

2. In dancing, the use of energy while moving is called

○ tempo.

○ shape.

● force.

○ level.

Primary Academic Expectation: 1.15 "Students make sense of and communicate ideas with movement."

Primary Core Content Code: 2.1.031 "Discuss how expressive dances are composed of a variety of locomotor and non-locomotor movements that incorporate the elements of dance: space (shape, level, direction, pathways), time (beat, tempo), and force (use of energy while moving)."

Percentage of test takers who answered this item correctly in 2002: 56

3. A tree, chair, or table that is used as part of a play is called a

● prop.

○ plot.

○ role.

○ character.

Primary Academic Expectation: 2.24 "Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities."

Primary Core Content Code: 3.1.033 "Identify and discuss elements of production (scenery, costumes, props, sound and music, makeup, and roles) and elements of performance (character, movement, vocal expression, speaking style, listening, acting, storytelling) in a variety of works."

Percentage of test takers who answered this item correctly in 2001: 84

4. A picture or design made by gluing together materials or objects (such as paper, cloth, string, photos) is called a

○ painting.

● collage.

○ weaving.

○ sketch.

Primary Academic Expectation: 1.13 "Students make sense of ideas and communicate ideas with the visual arts."

Primary Core Content Code: 4.1.037 "Art processes: two-dimensional - drawing, painting, and collage."

Percentage of test takers who answered this item correctly in 2001: 67

Instrument Families

5. Instruments make different sounds and are grouped together into families based on how these sounds are produced. The four instrument families are strings, woodwinds, brass, and percussion.
   a. Name TWO of the families of instruments and identify ONE instrument from EACH family.
   b. Explain how sound is produced by EACH of the two instruments.

Primary Academic Expectation: 2.23 "Students analyze their own and others' artistic products and performances using accepted standards."

Primary Core Content Code: 1.1.039 "Recognize and be able to distinguish families of instruments (brass, woodwind, percussion, string, folk) and/or vocal timbres."

Secondary Academic Expectation: 1.14 "Students make sense of ideas and communicate ideas with music."

Secondary Core Content Code: 1.1.036 "Timbre: instrument families (brass, woodwind, string, percussion, folk), voice parts (high, low), sounds of voices and instruments."

Percentage of test takers in 2002 who received

a score of 4: 12
a score of 3: 24
a score of 2: 42
a score of 1: 17
a score of 0: 4

Percentage of blank responses: 1

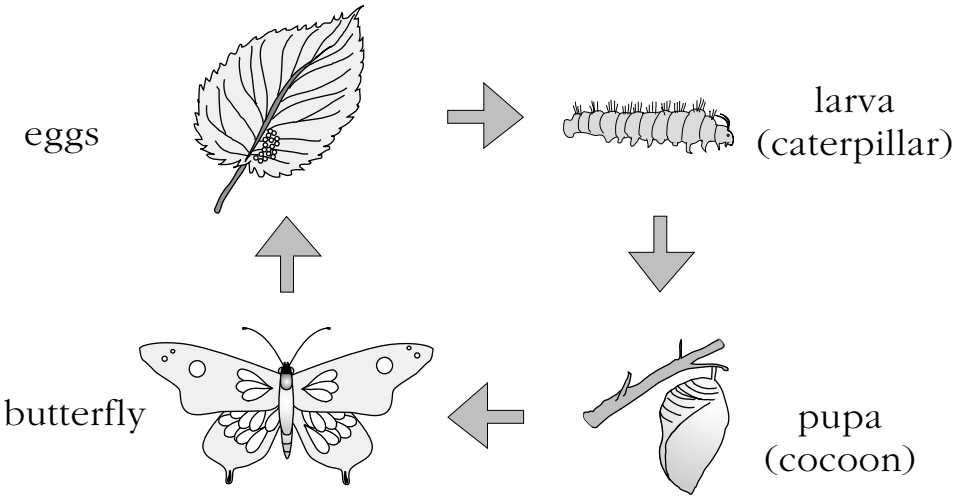
Scoring Guide

SCORE	DESCRIPTION
4	Student names two families of instruments and identifies one instrument from each family. Student clearly explains how sound is produced by each instrument.
3	Student names two families of instruments and identifies one instrument from each family. Student generally explains how sound is produced by each instrument.
2	Student names two families of instruments and identifies one instrument from each family. Student provides a limited explanation of how sound is produced by each instrument. **OR** Student names one instrument and generally explains how sound is produced by that instrument. **OR** Student names one family of instruments and clearly explains how sound is produced by instruments in that family, without identifying specific instruments.
1	Student demonstrates minimal understanding (e.g., student names one family of instruments and identifies one of its instruments without explaining how sound is produced).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Families of instruments: string, brass, woodwind, percussion

Butterfly Dance

6. You have been asked to help create a dance showing the life cycle of a butterfly. The four stages of the butterfly's life cycle are shown below.



Your job is to think of movements that a dancer could do to show each stage of the butterfly's life cycle.

a. Describe ONE dance movement (locomotor or non-locomotor) that shows EACH of the four stages of the butterfly's life cycle.

b. Describe the SHAPE and LEVEL of EACH of the FOUR movements that you described in **part a.**

Primary Academic Expectation: 2.22 "Students create works of art and make presentations to convey a point of view."

Primary Core Content Code: 2.1.031 "Discuss how expressive dances are composed of a variety of locomotor and non-locomotor movements that incorporate the elements of dance: space (shape, level, direction, pathways), time (beat, tempo), and force (use of energy while moving)."

Secondary Academic Expectation: 2.23 "Students analyze their own and others' artistic products and performances using accepted standards."

Secondary Core Content Code: 2.1.036 "Explain, using appropriate terminology, how dance communicates ideas, thoughts, and feelings."

Percentage of test takers in 2002 who received

a score of 4: 9
a score of 3: 12
a score of 2: 26
a score of 1: 35
a score of 0: 17

Percentage of blank responses: 1

Scoring Guide

SCORE	DESCRIPTION
4	Student clearly describes one dance movement for each of the four stages of the butterfly's life cycle. Student clearly describes the shape and level of each of the four movements.
3	Student generally describes one dance movement that shows each of the four stages of the butterfly's life cycle. Student generally describes the shape and level of three or four of the movements (for a total of at least six general descriptions).
2	Student provides a limited description of one dance movement that shows each of three or four stages of the butterfly's life cycle. Student provides a limited description of the shape and/or level of two to four of the movements (for a total of at least four limited descriptions). **OR** Student generally describes one dance movement that shows each of two stages of the butterfly's life cycle. Student generally describes the shape and level of each of the two movements.
1	Student demonstrates minimal understanding (e.g., student describes at least one dance movement that shows one or more of the stages of the butterfly's life cycle without describing shape and level).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Answer Information

Part a:
Any movement that is appropriate for the stage is acceptable (and a variety of movements are appropriate for each stage). For example, some appropriate movements for the "egg stage" include crouching, swaying, and stretching because the crouching could simulate the shape of an egg, the swaying could simulate the eggs swaying on a leaf, and the stretching could simulate the larva trying to move out of the egg.

Part b:
The **shape** of a movement can be described using particular words (e.g., curved, rounded, straight, square, twisted) or by describing how certain body parts are positioned (e.g., one arm is up, one arm is down; the arms are in a "Y" shape). The **level** of a movement is low, medium, or high (or a combination of levels).

The Dancing Animals

7. Your class is going to make up a play about animals that can dance. Your job is to create two characters for the play.
   a. Name TWO characters that could be in a play about dancing animals. Describe what the characters would look like and what they would wear.
   b. For EACH of the two characters, describe the character's part (what the character does) in the play.

Primary Academic Expectation: 2.22 "Students create works of art and make presentations to convey a point of view."

Primary Core Content Code: 3.1.034 "Identify and describe basic scenery, props, and costumes that would be appropriate for the plot and characters in a short script or story."

Secondary Academic Expectation: 2.22 "Students create works of art and make presentations to convey a point of view."

Secondary Core Content Code: 3.1.035 "Identify and describe characters, their relationships, and their settings and environments, related to a script, scenario, or classroom dramatization."

Percentage of test takers in 2002 who received

a score of 4: 14
a score of 3: 27
a score of 2: 43
a score of 1: 14
a score of 0: 2

Percentage of blank responses: 0

Scoring Guide

SCORE	DESCRIPTION
4	Student names two characters that could be in a play about dancing animals and clearly describes what each character would look like and what each character would wear. Student clearly describes each character's part in the play.
3	Student names two characters that could be in a play about dancing animals and generally describes what each character would look like and what each character would wear. Student generally describes each character's part in the play.
2	Student names two characters that could be in a play about dancing animals and provides a limited description of what each character would look like and/or what each character would wear. Student provides a limited description of each character's part in the play. **OR** Student names one character that could be in the play about dancing animals and generally describes what the character would look like and what the character would wear. Student generally describes the character's part in the play.
1	Student demonstrates minimal understanding (e.g., student names one or two characters that could be in a play about dancing animals and generally describes what the character(s) would look like and/or what the character(s) would wear without describing their parts in the play).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Using Colors

8. An artist can use colors to help create a mood or feeling in a painting. Three different color groups that an artist can use to help create a mood or feeling are WARM COLORS (such as red, yellow, and orange), COOL COLORS (such as blue, green, and violet) and NEUTRAL COLORS (such as black, brown, gray, and white).

Charmion von Wiegand, *Untitled (Cat in Window)*, n.d. Oil on canvas, 20 ¼ x 24 in. Gift of Marion Hammett Smith, National Museum of Women in the Arts. © The Estate of Charmion von Wiegand; Courtesy of Michael Rosenfeld Gallery, LLC, New York, NY.

a. Name a part of the painting where the artist uses WARM COLORS, a part where the artist uses COOL COLORS, and a part where the artist uses NEUTRAL COLORS.

b. Describe the mood or feeling of the artist's painting. Explain how the colors chosen by the artist help create this mood or feeling.

Primary Academic Expectation: 2.23 "Students analyze their own and others' artistic products and performances using accepted standards."

Primary Core Content Code: 4.1.032 "Art elements - line, shape, form, texture, and color (primary and secondary hues) and color groups (warm, cool, neutral)."

Secondary Academic Expectation: 1.13 "Students make sense of ideas and communicate ideas with the visual arts."

Secondary Core Content Code: 4.1.032 "Art elements - line, shape, form, texture, and color (primary and secondary hues) and color groups (warm, cool, neutral)."

Percentage of test takers in 2002 who received

a score of 4: 16
a score of 3: 29
a score of 2: 33
a score of 1: 16
a score of 0: 6

Percentage of blank responses: 0

Scoring Guide

SCORE	DESCRIPTION
4	Student names a part of the painting where the artist uses warm colors, a part of the painting where the artist uses cool colors, and a part of the painting where the artist uses neutral colors. Student clearly describes the mood or feeling of the painting and clearly explains how the colors help create this mood or feeling.
3	Student names a part of the painting where the artist uses warm colors, a part of the painting where the artist uses cool colors, and a part of the painting where the artist uses neutral colors. Student generally describes the mood or feeling of the painting and generally explains how the colors help create this mood or feeling.
2	Student names a part of the painting where the artist uses colors from two or three color groups. Student provides a limited description of a mood or feeling of the painting and/or provides a limited explanation of how the mood or feeling is created.
1	Student demonstrates minimal understanding (e.g., student names a part of the painting where the artist uses one color group).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Examples of parts of the painting where the artist uses the three color groups:

- The curtain and pillow are warm colors.
- The potted plant is a cool color.
- The cat is neutral.
- The background outside the window is a combination of cool and neutral colors.

Examples of ways the colors chosen create the mood or feeling of the painting:

- The colors of the cat are neutral to give a feeling of sleepiness or lack of movement.
- Outside the window the colors are cool and neutral to give the feeling of a cold winter day.
- Inside the colors are warm to give a cozy and content feeling.

SCORING INFORMATION FOR PRACTICAL LIVING / VOCATIONAL STUDIES

For each multiple-choice question, this section provides the correct answer, the Academic Expectation(s) and Code(s) from the Core Content for Assessment that the question addresses, and the percentage of test takers who answered the item correctly. For each open-response question, this section provides the Academic Expectation(s) and Code(s) from the Core Content for Assessment that the question addresses, the percentage of test takers who scored at each score point, and a scoring guide describing expectations for performance at each score point.

1. Puberty occurs during which stage of life?
   - ○ infancy
   - ○ childhood
   - ● adolescence
   - ○ adulthood

Primary Academic Expectation: 2.29 "Students demonstrate skills that promote individual well-being and healthy family relationships."
Primary Core Content Code: 1.2.001 "Physical, social, and emotional changes occur during preadolescence and adolescence."

Percentage of test takers who answered this item correctly in 2002: 50

2. The BEST example of a physical activity that can be done throughout a person's life is
   - ○ football.
   - ○ skiing.
   - ● swimming.
   - ○ basketball.

Primary Academic Expectation: 2.35 "Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives."
Primary Core Content Code: 2.2.001 "Physical and social benefits result from regular and appropriate participation in physical activities throughout one's lifetime."

Percentage of test takers who answered this item correctly in 2002: 70

3. Larry must choose which restaurant his family will visit on a trip. The LEAST important thing to consider when making this decision is the

○ selection of food.

● size of the restaurant.

○ quality of service.

○ price of the food.

Primary Academic Expectation: 2.30 "Students evaluate consumer products and services and make effective consumer decisions."
Primary Core Content Code: 3.1.002 "Products and services are compared and evaluated based on price, quality, and features."

Percentage of test takers who answered this item correctly in 2002: 58

4. Thomas has a part-time job working in a garden. This job would BEST help him prepare for a career in

○ transportation.

● agriculture.

○ fish and wildlife.

○ dairy farming.

Primary Academic Expectation: 2.36 "Students use strategies for choosing and preparing for a career."
Primary Core Content Code: 4.1.004 "A person may hold several different jobs before deciding on a career."

Percentage of test takers who answered this item correctly in 2002: 58

Safety Around Strangers

5. Susie has been taught by her parents and her teachers not to talk to strangers when she is alone.
   a. Describe THREE things, in addition to not talking, that Susie might do if a stranger came up to her when she was alone.
   b. Explain how EACH of these actions would help to keep her safe.

Primary Academic Expectation: 2.31 "Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being."

Primary Core Content Code: 1.6.003 "There are procedures (e.g., staying calm, heeding warnings, following safety procedures) for dealing with potentially unsafe and threatening situations (e.g., water, fire, animals, earthquake, stranger danger)."

Percentage of test takers in 2002 who received

a score of 4: 9
a score of 3: 26
a score of 2: 44
a score of 1: 17
a score of 0: 4

Percentage of blank responses: 0

Scoring Guide

SCORE	DESCRIPTION
4	Student describes three things, in addition to not talking, Susie might do if a stranger came up to her when she was alone. Student clearly explains how each of these actions would help to keep her safe.
3	Student describes three things, in addition to not talking, Susie might do if a stranger came up to her when she was alone. Student generally explains how each of these actions would help to keep her safe. **OR** Student describes three things, in addition to not talking, Susie might do if a stranger came up to her when she was alone. Student clearly explains how one or two of these actions would help to keep her safe.
2	Student describes three things, in addition to not talking, Susie might do if a stranger came up to her when she was alone with limited or no explanation of how each of these actions would help to keep her safe. **OR** Student describes three things, in addition to not talking, Susie might do if a stranger came up to her when she was alone. Student generally explains how one or two of these actions would help to keep her safe.
1	Student demonstrates minimal understanding (e.g., student describes one thing, in addition to not talking, Susie might do if a stranger came up to her when she was alone with limited or no explanation of how the action would help to keep her safe).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Examples of things Susie might do if a stranger came up to her when she was alone:

- Go inside
- Lock doors
- Tell an adult
- Get car license number
- Call police/911
- Walk away/run away

Jenny's Camping Trip

6. Jenny is going camping for the weekend. She is packing and does not have space to bring a lot of things with her.
   a. Name TWO things that Jenny NEEDS to pack.
   b. Explain why she needs EACH of these things.
   c. Name TWO things that Jenny might WANT to pack.
   d. Explain why EACH of these things is not a need.

Primary Academic Expectation: 2.30 "Students evaluate consumer products and services and make effective consumer decisions."
Primary Core Content Code: 3.1.001 "There is a distinction between needs and wants."

Percentage of test takers in 2001 who received

a score of 4: 25
a score of 3: 37
a score of 2: 30
a score of 1: 7
a score of 0: 1

Percentage of blank responses: 0

Scoring Guide

SCORE	DESCRIPTION
4	Student names two things that Jenny needs to pack and two things that Jenny might want to pack and clearly explains why each is or is not a need.
3	Student names two things that Jenny needs to pack and two things that Jenny might want to pack and generally explains why each of at least three is or is not a need. **OR** Student names one or two things that Jenny needs to pack and one or two things that Jenny might want to pack (for a total of three things that Jenny needs or wants to pack) and clearly explains why each is or is not a need.
2	Student names a total of two or three things that Jenny needs or might want to pack and generally explains why each of at least two is or is not a need.
1	Student demonstrates minimal understanding (e.g., student names four things that Jenny needs or might want to pack with limited or no explanation).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Examples of needs:
- Sleeping bag
- Flashlight
- Clothing
- Tent
- Nutritious food
- Water
- First aid kit

Examples of wants:
- CD player
- Games
- Teddy bear
- Candy
- Soft drinks
- Hair dryer

Examples of clear explanations:
- She needs extra clothes to stay warm (or to survive).
- She needs food because she may not be able to find food in the forest (or for when she is hungry).
- She needs fresh water because there may not be a creek nearby (or to survive).
- She does not need a CD player because music is not needed for camping.

Examples of general explanations:
- She needs water to drink.
- She needs food to eat.
- She needs a sleeping bag to sleep in.

Rules for a Small Group Project

7. You have been chosen to work in a small group for a class project. As a group, you must make rules to help you share ideas.
   a. Name THREE rules you would like to see your group follow so that everyone's ideas can be shared.
   b. Explain why sharing ideas is important.

Primary Academic Expectation: 2.37 "Students demonstrate skills and work habits that lead to success in future schooling and work."
Primary Core Content Code: 4.4.003 "Many tasks can be completed more efficiently when team skills (e.g., cooperation, communication) are used."

Percentage of test takers in 2002 who received

a score of 4: 7
a score of 3: 28
a score of 2: 45
a score of 1: 17
a score of 0: 3

Percentage of blank responses: 0

Scoring Guide

SCORE	DESCRIPTION
4	Student names three rules for sharing ideas and clearly explains why sharing ideas is important.
3	Student names two or three rules for sharing ideas and generally explains why sharing ideas is important. **OR** Student names three rules for working together and generally explains why sharing ideas is important.
2	Student names one rule for sharing ideas and generally explains why sharing ideas is important. **OR** Student names two or three rules for sharing ideas with limited or no explanation. **OR** Student names three rules for working together with limited or no explanation.
1	Student demonstrates minimal understanding (e.g., student names one rule with limited or no explanation).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Examples of rules for sharing ideas:

- Listen carefully
- Do not interrupt
- Take turns—only one person talks at a time
- Give everyone a chance to talk
- Do not make fun of any team member's ideas
- Value every team member's opinion
- Write down all the ideas

Examples of rules for working together:

- No fighting
- Work quietly
- Work hard
- Let everyone work/cut/do the experiment
- Cooperate
- No fooling around
- Listen to the teacher

Examples of reasons why sharing ideas is important:

- Helps us to cooperate, communicate
- Improves the final product, get a better grade
- So we are respectful of all group members
- Makes us more productive/efficient
- So we can learn more
- Lets us hear all the good ideas