Kentucky Department of Education

Grade 8
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.

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The following is the general guide that will be used to evaluate your answers to the open-response questions in this test.

KENTUCKY GENERAL SCORING GUIDE

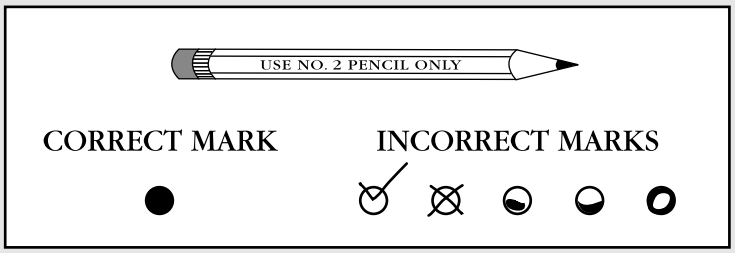
SCORE POINT 4	• You complete all important components of the question and communicate ideas clearly. • You demonstrate in-depth understanding of the relevant concepts and/or processes. • Where appropriate, you choose more efficient and/or sophisticated processes. • Where appropriate, you offer insightful interpretations or extensions (generalizations, applications, analogies).
SCORE POINT 3	• You complete most important components of the question and communicate clearly. • You demonstrate an understanding of major concepts even though you overlook or misunderstand some less-important ideas or details.
SCORE POINT 2	• You complete some important components of the question and communicate those components clearly. • You demonstrate that there are gaps in your conceptual understanding.
SCORE POINT 1	• You show minimal understanding of the question. • You address only a small portion of the question.
SCORE POINT 0	• Your answer is totally incorrect or irrelevant.
BLANK	• You did not give any answer at all.

Kentucky Department of Education

Grade 8

Mathematics

WHEN ANSWERING QUESTIONS IN THIS TEST BOOKLET



- Use only soft black lead pencil (No. 2).
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- Erase completely any marks you wish to change.
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- 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

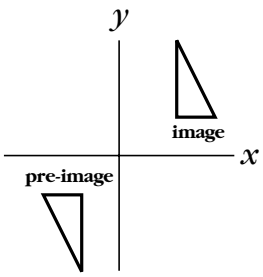
Please mark your answer for each multiple-choice question by filling in the circle completely for the correct answer. Mark only one answer for each question. If you do not know the answer, make your best guess.

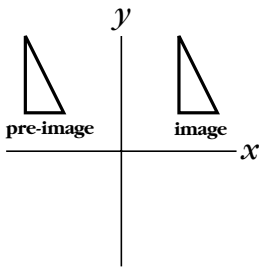
1. After three games, Starla's bowling average (mean) was 105. Her first two scores were 112 and 96. What was her third score?
   - ○ 103
   - ○ 104
   - ○ 105
   - ○ 107

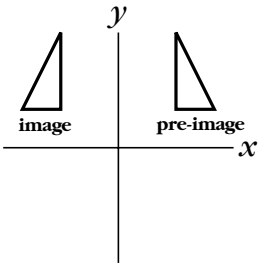
2. Elizabeth dropped a ball from 50 feet off the ground. Each time the ball bounced, it rebounded half the distance it dropped. What was the height of rebound after the third bounce?
   - ○ 3.125 ft.
   - ○ 6.25 ft.
   - ○ 12.5 ft.
   - ○ 25 ft.

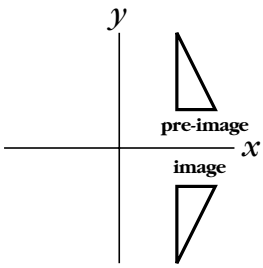
3. The equation $2x + 3y + 7 = 35$ represents the total points Frank scored in last night's basketball game. In the equation, x represents field goals scored and y represents 3-point goals made. If Frank scored 8 field goals, how many 3-point goals did he make?
   - ○ 4
   - ○ 8
   - ○ 9
   - ○ 14

4. Which diagram below best shows a **rotation** of the pre-image to the image?

○ 

○ 

○ 

○ 

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.

Distance to the Door

5. Two small children were playing a game. The goal of the game was to be the first one to reach the door. The children started the game by standing 20 feet away from the door, and then they each took a turn to do the following:

   - Child A moved **one half** the distance between herself and the door on each move.
   - Child B moved **one** foot toward the door on each move.

   a. How far was each child from the door after the **first** move?

   b. After **four** moves, which child was closer to the door? Show your work.

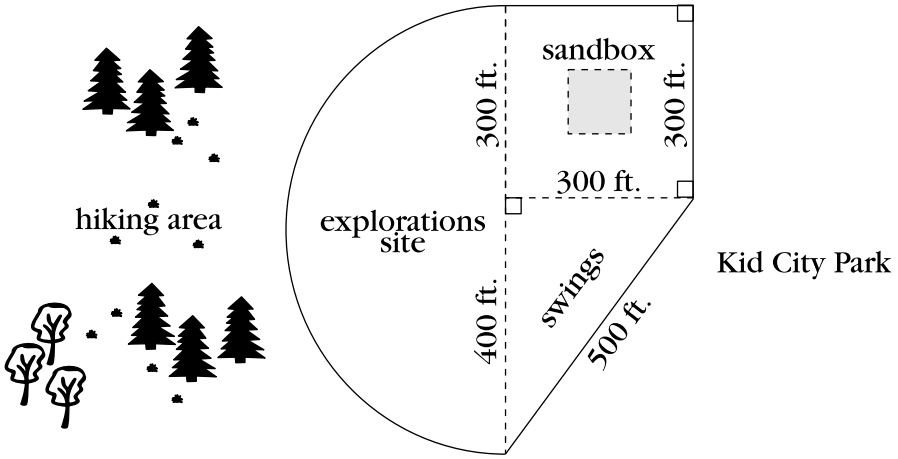
   c. Child A claimed that the game was unfair because she would never reach the door. Explain why her statement is correct or incorrect.

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.

Kid City Park



6. The Kid City Recreation Committee plans to put a fence around a playground area in Kid City Park. The solid line in the diagram above outlines the sections in the park that the committee wants to surround with a fence.

   Information about fencing prices is shown below:

FENCE-ALL COMPANY Fencing - $.30 per foot	ACME FENCE COMPANY Fencing - $.32 per foot Orders totaling $500 or more will receive a 10% discount.

   a. How much fencing will the committee need to buy? Show your work.

   b. Based on the information above, determine which fencing company offers the best deal for this project. Explain your reasoning and show all your work.

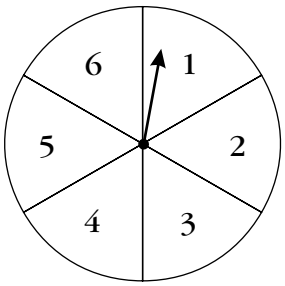
Do not write on this page. Please write your answer to this open-response question on the next page. ☞

6.

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

Spinners

7. The spinner below is divided into six equal sections and each section is marked with a number from 1 to 6.



The spinner was spun 30 times. The total number of times the spinner landed on each number is shown in the table below.

Number on Spinner	Frequency
1	7
2	5
3	0
4	4
5	8
6	6

a. The probability of spinning each number is $\frac{1}{6}$. Based on this probability, how many times **should** each number occur in 30 spins?

b. Explain clearly why your answer from **part a** is different from or the same as the results given in the table above.

c. If the spinner were spun 300 **more times**, how would the frequency of the results be affected?

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

7.

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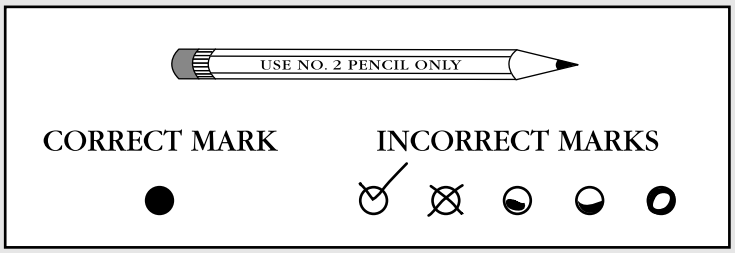
Kentucky Department of Education

Grade 8

Social Studies

WHEN ANSWERING QUESTIONS IN THIS TEST BOOKLET



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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. Under our system of checks and balances, the Supreme Court can limit the power of both the Congress and the President by
   - ○ impeaching public officials.
   - ○ vetoing a law.
   - ○ making appointments.
   - ○ declaring a law unconstitutional.

2. A part of Quebec's culture is its
   - ○ language.
   - ○ climate.
   - ○ landforms.
   - ○ location.

3. In a free market economy, the price and quality of goods and services are **most strongly** affected by
   - ○ advertising.
   - ○ competition.
   - ○ borrowing.
   - ○ regulation.

4. Which geographic feature greatly influenced the settlement of the cities of Louisville, Kentucky; St. Louis, Missouri; and New Orleans, Louisiana?

- ○ mountain
- ○ ocean
- ○ plateau
- ○ river

5. As a result of the Revolutionary War, the British agreed to

- ○ recognize the United States as a British colony.
- ○ recognize the United States as a free and independent nation.
- ○ allow Americans to have representatives in Parliament.
- ○ seek new allies against the United States.

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 6 in the space provided on the next page.

Producing a Yearbook

6. Imagine that you are the head of the yearbook club at your school. This year the club plans to produce and sell a traditional print yearbook, a CD-ROM yearbook, or a video yearbook. The club wants to make as much money as possible.

   Keeping in mind that your club wants to make a profit, discuss the **types of information** you will need to help you decide each of the following:

   - what kind of yearbook to make
   - how to produce the kind of yearbook you decide to make
   - how many yearbooks to make
   - how much to charge for each yearbook

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.

New Student

7. A new student has entered your school. The new student comes from another country and speaks very little English.
   a. Identify and describe **three** activities you could do with the new student to help him or her adjust to your community.
   b. Explain how **each** of the activities you identified in **part a** would help the student feel more comfortable living in your community.

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.

America's Diversity

8. Before the arrival of Europeans, North America was home to many different Native American peoples and cultures. Beginning in the 1600s, Europeans and Africans added to America's diversity. Today we live in a society that was shaped by each of these three groups, as well as by other groups who arrived later.

   a. Identify **one** contribution to American life made by **each** of the three groups listed below:

      - Native Americans
      - African Americans
      - European Americans (Spanish, English, German, Irish, etc.)

   b. Explain why these contributions are still important in American life today. Use specific examples to support your answer.

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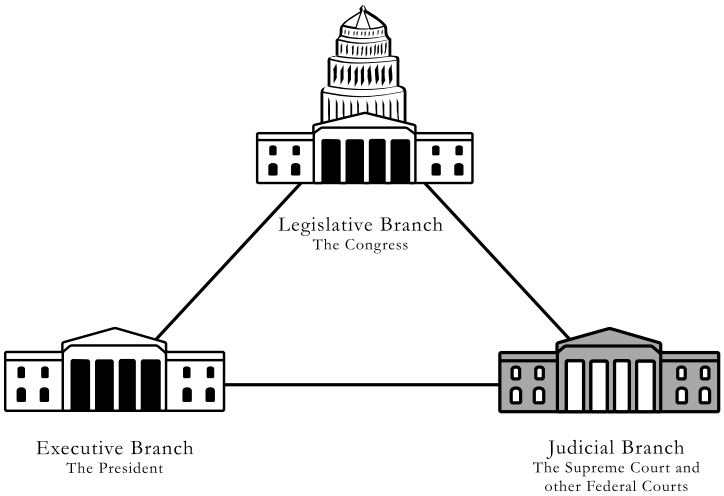
Write your answer to question 9 in the space provided on the next page.

Separation of Powers



9. The framers of the U.S. Constitution wanted to prevent the new federal government from becoming a dictatorship. To keep the government from becoming too powerful, they divided its powers among three branches—the legislative branch, the executive branch, and the judicial branch.
   a. For **each** of the three branches of government identify **one** power given to it by the Constitution.
   b. Explain why **each** power you identified in **part a** is important in our system of government. Support your explanation with specific, real-life examples.

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

9.

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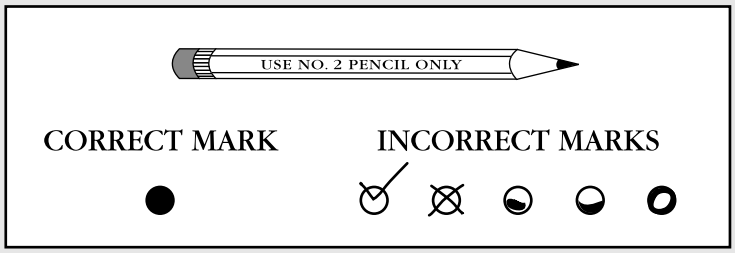
Kentucky Department of Education

Grade 8

Arts & Humanities

WHEN ANSWERING QUESTIONS IN THIS TEST BOOKLET



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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.

1. Which instrument belongs in the woodwind family?
   - ○ trumpet
   - ○ clarinet
   - ○ cello
   - ○ xylophone

2. Which is an element of dance?
   - ○ time
   - ○ value
   - ○ texture
   - ○ medium

3. In theater, if an audience has the same feelings or reactions as those of a character, the audience is experiencing
   - ○ empathy.
   - ○ motivation.
   - ○ suspense.
   - ○ spectacle.

4. Contrast is a principle of design that refers to major differences between things. Which pair of colors below has the most contrast?

○ red and blue

○ yellow and orange

○ black and brown

○ black and yellow

5. Which term refers to where a story takes place?

○ scenery

○ setting

○ style

○ structure

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 6 in the space provided on the next page.

Dance Expression

6. Choreographers use the dance elements of space, time, and force to help convey ideas, feelings, or emotions through movement.
   a. Select and identify an idea, a feeling, **or** an emotion to express in a dance.
   b. Describe how movement could be used to express the idea, feeling, or emotion that you identified in **part a**. Be sure to describe how the three elements of dance (space, time, and force) are used in the movement.

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.

New Musical Instrument

7. Imagine that you have designed a new musical instrument that is capable of producing delicate, high pitches.
   a. Explain how the instrument works (produces sound).
   b. Explain how it would be used in a musical ensemble or performing group.
   c. What existing instrument influenced your design?

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.

Creating a Scene

8. Many books are the basis for plays or movies. Creating a play or movie based on a book involves decisions about such things as **scenery**, **costumes**, and **props.**

   Choose a chapter or chapters from a book you have read that could be made into a scene for a play or movie.

   a. Identify the book and briefly describe what happens in the chapter or chapters you have chosen.
   b. Describe the scenery, costumes, and props that would be needed to perform the scene.
   c. Explain how the scenery, costumes, and props would help create the right mood.

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

8.

STOP!

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Kentucky Department of Education

Grade 8

Practical Living / Vocational Studies

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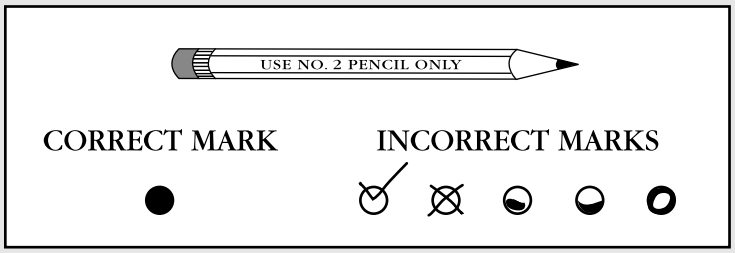

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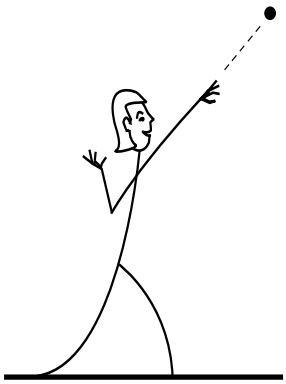
PRACTICAL LIVING/VOCATIONAL STUDIES

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. Vaccinations are important because they
   - ○ give children energy.
   - ○ prevent certain diseases.
   - ○ kill germs.
   - ○ lower fevers.

Use the illustration below to answer question 2.



2. Darlene is throwing a ball. Which goal is she **most** likely to accomplish if she releases the ball at a 45-degree angle as shown in the illustration?
   - ○ better flexibility
   - ○ greater speed
   - ○ better accuracy
   - ○ greater distance

3. An Olympic gold medalist appears in a commercial for a product. What type of advertising strategy is being used?

○ gimmick

○ endorsement

○ testimonial

○ deception

4. Which technology has caused a reduction in the number of assembly-line workers in the United States?

○ word processing

○ robotics

○ the Internet

○ pagers

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.

Teamwork

5. The expression, "There is no 'I' in the word TEAM," reflects the importance of cooperation in both sports and group projects. Teamwork often means letting go of your personal interests and goals for the benefit of the group.

   a. List **two** specific examples of a team member choosing personal interests and goals over the team's interests and goals. One of your examples should relate to a team sport and the other should relate to a group project.

   b. For **each** example listed in **part a,** describe how the success of the team may be negatively affected.

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.

Saving Money for Music Cassettes

6. Your friend wants to buy several music cassettes. He gets a small weekly allowance, but tends to spend this money soon after he receives it. He has asked for your advice on ways to save the money needed for the cassettes.

   a. Identify **three** different strategies your friend could use to save the money needed for the music cassettes. Be specific.

   b. Fully explain why **each** strategy is an effective way to save money. Be specific.

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.

Helping Casey Choose a Sport

7. Your friend has asked you for advice in choosing sports or physical activities that provide both physical and social benefits.
   a. Choose **three** appropriate sports or activities that provide both physical **and** social benefits.
   b. Fully explain one specific physical benefit and one specific social benefit of **each** sport or activity that you named in **part a**. Make sure your explanation includes information about how each benefit is obtained.

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.

Questions to Ask During a Job Interview

8. Hensley has applied for a new job. He will be having his first interview with the potential employer next week. During the interview, Hensley wants to ask questions that will help him learn about different aspects of the job and the work environment. He plans to use the information he gathers to help him decide whether the job is a good one for him.

   a. List **three** questions that Hensley could ask during the job interview to learn about **different** aspects of the job and the work environment. (Note: Hensley has already decided not to ask questions about salary and vacation policies.)

   b. Fully explain how **each** question will provide information to help Hensley decide whether the job is a good one for him. Be specific.

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

8.

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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. After three games, Starla's bowling average (mean) was 105. Her first two scores were 112 and 96. What was her third score?
   - ○ 103
   - ○ 104
   - ○ 105
   - ● 107

Primary Academic Expectation: 2.13 "Students understand and appropriately use statistics and probability."
Primary Core Content Code: 3.1.001 "Meaning of central tendency (mean, median, mode)."

Secondary Academic Expectation: 2.13 "Students understand and appropriately use statistics and probability."
Secondary Core Content Code: 1.2.001 "Add, subtract, multiply, and divide rational numbers (fractions, decimals, percents, integers) to solve problems."

Percentage of test takers who answered this item correctly in 2003: 60

2. Elizabeth dropped a ball from 50 feet off the ground. Each time the ball bounced, it rebounded half the distance it dropped. What was the height of rebound after the third bounce?

○ 3.125 ft.

● 6.25 ft.

○ 12.5 ft.

○ 25 ft.

Primary Academic Expectation: 2.11 "Students understand mathematical change concepts and use them appropriately and accurately."
Primary Core Content Code: 1.2.001 "Add, subtract, multiply, and divide rational numbers (fractions, decimals, percents, integers) to solve problems."

Percentage of test takers who answered this item correctly in 2003: 45

3. The equation $2x + 3y + 7 = 35$ represents the total points Frank scored in last night's basketball game. In the equation, x represents field goals scored and y represents 3-point goals made. If Frank scored 8 field goals, how many 3-point goals did he make?

● 4

○ 8

○ 9

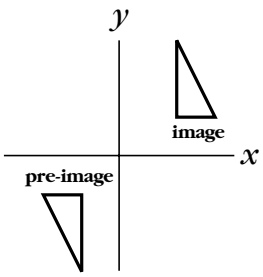
○ 14

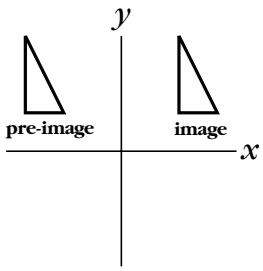
Primary Academic Expectation: 2.12 "Students understand mathematical structure concepts including the properties and logic of various mathematical systems."
Primary Core Content Code: 4.2.002 "Solve simple equations and inequalities."

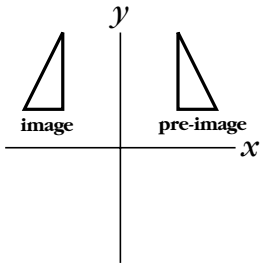
Secondary Academic Expectation: 2.8 "Students understand various mathematical procedures and use them appropriately and accurately."
Secondary Core Content Code: 4.2.002 "Solve simple equations and inequalities."

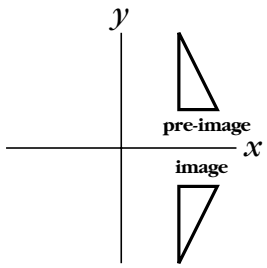
Percentage of test takers who answered this item correctly in 2002: 57

4. Which diagram below best shows a **rotation** of the pre-image to the image?

● 

○ 

○ 

○ 

Primary Academic Expectation: 2.9 "Students understand space and dimensionality concepts and use them appropriately and accurately."
Primary Core Content Code: 2.2.003 "Move shapes in a coordinate plane: translate (slide), rotate (turn), reflect (flip), and dilate (magnify, reduce)."

Percentage of test takers who answered this item correctly in 2003: 47

Distance to the Door

5. Two small children were playing a game. The goal of the game was to be the first one to reach the door. The children started the game by standing 20 feet away from the door, and then they each took a turn to do the following:

   - Child A moved **one half** the distance between herself and the door on each move.
   - Child B moved **one** foot toward the door on each move.

   a. How far was each child from the door after the **first** move?

   b. After **four** moves, which child was closer to the door? Show your work.

   c. Child A claimed that the game was unfair because she would never reach the door. Explain why her statement is correct or incorrect.

Primary Academic Expectation: 2.7 "Students understand number concepts and use numbers appropriately and accurately."

Primary Core Content Code: 1.1.001 "Rational numbers (integers, fractions, decimals, percents)."

Secondary Academic Expectation: 2.7 "Students understand number concepts and use numbers appropriately and accurately."

Secondary Core Content Code: 1.3.001 "How whole numbers, natural numbers, integers, fractions, decimals, percents, and irrational numbers (square roots and π only) relate to each other (e.g., convert between forms of rational numbers, compare, order)."

Percentage of test takers in 2002 who received

a score of 4: 12

a score of 3: 11

a score of 2: 19

a score of 1: 34

a score of 0: 22

Percentage of blank responses: 1

Scoring Guide

SCORE	DESCRIPTION
4	Student scores 4 points.
3	Student scores 3 to 3.5 points.
2	Student scores 1.5 to 2.5 points.
1	Student scores .5 to 1 point. **OR** Student demonstrates minimal understanding (e.g., student gives correct answer for one of the children in part a; response to parts b and c are incorrect or missing).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Score points

Part a:

score 1 point — correct answers for both children

Part b:

score 1 point — correct answer with work shown

OR

score .5 point — incorrect answer based on work that contains one calculation error

OR

correct answer, work not shown

Part c:

score 2 point — clear explanation

OR

score 1 point — incomplete or vague explanation

OR

work that demonstrates understanding

Note: A "4" response must include a choice for part b.

Correct Answers

Part a:
Child A—10 ft.
Child B—19 ft.

Part b:
Child A is closer

Distances	Work				
Child A—1.25 ft.	A	10	5	2.5	1.25
Child B—16 ft.	B	19	18	17	16

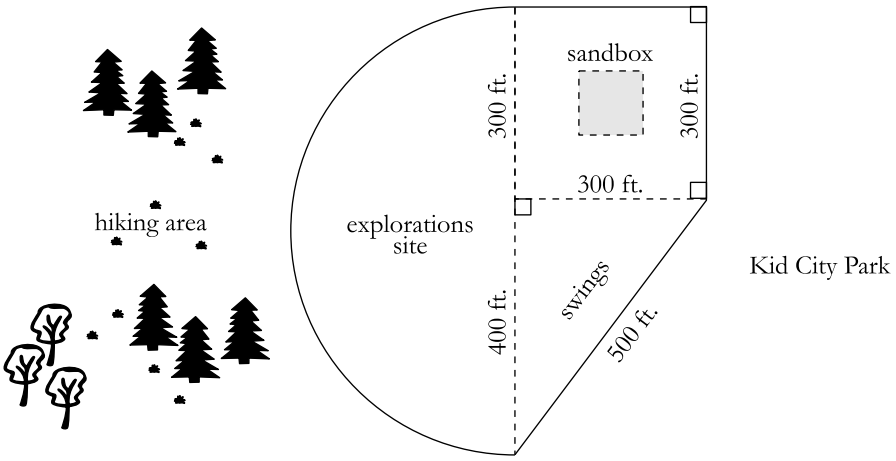
Part c:
Student may correctly argue that her statement is correct or that her statement is incorrect:

Child A will never reach the door. Taking half of a number greater than zero will never result in zero (or an equivalent statement).

OR

Child A will reach the door. The distance will eventually become too small to measure and she will have to touch the door (or an equivalent statement).

Kid City Park



6. The Kid City Recreation Committee plans to put a fence around a playground area in Kid City Park. The solid line in the diagram above outlines the sections in the park that the committee wants to surround with a fence.

   Information about fencing prices is shown below:

FENCE-ALL COMPANY Fencing - $.30 per foot	ACME FENCE COMPANY Fencing - $.32 per foot Orders totaling $500 or more will receive a 10% discount.

   a. How much fencing will the committee need to buy? Show your work.

   b. Based on the information above, determine which fencing company offers the best deal for this project. Explain your reasoning and show all your work.

Primary Academic Expectation: 2.8 "Students understand various mathematical procedures and use them appropriately and accurately."
Primary Core Content Code: 2.2.005 "Use formulas to find area and perimeter of triangles and quadrilaterals, area and circumference of circles, and surface area and volume of rectangular prisms."

Secondary Academic Expectation: 2.10 "Students understand measurement concepts and use measurements appropriately and accurately."
Secondary Core Content Code: 1.2.001 "Add, subtract, multiply and divide rational numbers (fractions, decimals, percents, integers) to solve problems."

Percentage of test takers in 2002 who received

a score of 4: 6

a score of 3: 4

a score of 2: 14

a score of 1: 40

a score of 0: 36

Percentage of blank responses: 0

Scoring Guide

SCORE	DESCRIPTION
4	Student gives correct amount of fencing needed and shows work. Student determines that ACME Fence Company offers the best deal. Student clearly explains reasoning and shows all work, including a comparison of the two companies.
3	Student gives correct amount of fencing needed and shows work. Student determines that ACME Fence Company offers the best deal. Student generally explains reasoning and shows some work, but some work is missing. **OR** Student gives incorrect amount of fencing needed due to calculation error. Student determines that ACME Fence Company offers the best deal. Student generally explains reasoning and shows work.
2	Student gives incorrect amount of fencing needed due to calculation error. Student determines that ACME Fence Company offers the best deal. Student explains reasoning or shows work. **OR** Student gives correct amount of fencing needed and shows work. Response to part b is incorrect due to a procedural error. Response may include a calculation error. **OR** Student gives incorrect amount of fencing needed due to procedural error. Student finds correct corresponding costs for the companies and chooses the better deal. May include a calculation error.
1	Student demonstrates minimal understanding (e.g., student states that ACME Fence Company offers the best deal with minimal support).
0	Student names ACME Fence Company with no work shown. **OR** Student's response is totally incorrect or irrelevant.
Blank	No student response.

Correct answers

Part a:
The committee will need 2,199 feet of fencing.

- Sandbox area (square with equal sides of 300 feet) = 600 feet of fencing needed for perimeter of sandbox area
- Explorations area (semicircular region) c = 3.14 × 700 feet = 2,198 feet around complete circle 2,198 ÷ 2 = 1,099 feet of fencing needed for explorations area
- 600 + 1,099 + 500 = 2,199 feet of fencing needed

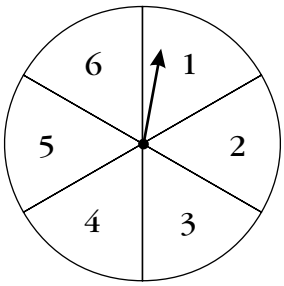
Part b:
Acme Fence Company offers the best deal for this project.

Fence-All Company	**ACME**
2,199 × \$0.30 = \$659.70	2,199 × \$0.32 = \$703.68 – \$70.37 = \$633.31 or 704 – 70.40 = \$633.60

Note: Students who use 22/7 or 3.1416 will have total figures of \$660.00 or \$659.88 for Fence-All and \$633.60 or \$633.48 for ACME respectively.
(π = 3.1415926536...)

Spinners

7. The spinner below is divided into six equal sections and each section is marked with a number from 1 to 6.



The spinner was spun 30 times. The total number of times the spinner landed on each number is shown in the table below.

Number on Spinner	**Frequency**
1	7
2	5
3	0
4	4
5	8
6	6

a. The probability of spinning each number is $\frac{1}{6}$. Based on this probability, how many times **should** each number occur in 30 spins?

b. Explain clearly why your answer from **part a** is different from or the same as the results given in the table above.

c. If the spinner were spun 300 **more times**, how would the frequency of the results be affected?

Primary Academic Expectation: 2.13 "Students understand and appropriately use statistics and probability."
Primary Core Content Code: 3.2.004 "Calculate theoretical probabilities and tabulate experimental results from simulations."

Secondary Academic Expectation: 2.13 "Students understand and appropriately use statistics and probability."
Secondary Core Content Code: 3.2.005 "Make predictions and draw conclusions from statistical data and probability experiments."

Percentage of test takers in 2001 who received:

a score of 4: 4
a score of 3: 10
a score of 2: 27
a score of 1: 36
a score of 0: 22

Percentage of blank responses: 1

Scoring Guide

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

Score Points

Part a:

score 1 point correct answer

OR

score .5 point correct answer but support, if provided, is less than correct

Part b:

score 2 points complete explanation

OR

score 1 point incomplete or vague explanation

Part c:

score 1 point correct answer

OR

answer based on 300 spins (not 330)

OR

score .5 point incomplete answer

Correct Answers

Part a: 5 or $\frac{5}{30}$ or "about 5" or "at least 5"

Part b: The answer to part a is based on the theoretical probability, which is what should happen. The results in the table are what actually happened in an experiment. They will give the experimental probability.

Note for part b: A vague explanation might mention only that one is experimental and one is theoretical without saying which is which.

Part c: The frequency would be closer to the theoretical frequency.
OR
The results would be closer to 55 for each number (if they use 330 spins).
OR
The results would be closer to 50 for each number (if they use 300 spins).
OR
The results would be 10–11 times higher than the theoretical frequencies.

Notes for part c:

- An incomplete answer might state only that the frequency would go up.
- An answer of 50 with an incorrect explanation scores 0 points.

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. Under our system of checks and balances, the Supreme Court can limit the power of both the Congress and the President by
   - ○ impeaching public officials.
   - ○ vetoing a law.
   - ○ making appointments.
   - ● declaring a law unconstitutional.

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: 1.2.001 "The U.S. Constitution separates power among the legislative, executive, and judicial branches to prevent the concentration of political power and to establish a system of checks and balances."

Percentage of test takers who answered this item correctly in 2002: 48

2. A part of Quebec's culture is its
   - ● language.
   - ○ climate.
   - ○ landforms.
   - ○ location.

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

Percentage of test takers who answered this item correctly in 2003: 66

3. In a free market economy, the price and quality of goods and services are **most strongly** affected by

○ advertising.

● competition.

○ borrowing.

○ regulation.

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: 3.3.003 "Competition among buyers and sellers impacts the price of goods and services."

Percentage of test takers who answered this item correctly in 2003: 54

4. Which geographic feature greatly influenced the settlement of the cities of Louisville, Kentucky; St. Louis, Missouri; and New Orleans, Louisiana?

○ mountain

○ ocean

○ plateau

● river

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: 4.1.002 "Different factors (e.g., rivers, dams, developments) affect where human activities are located and how land is used in urban, rural, and suburban areas."

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

Secondary Core Content Code: 4.4.002 "The physical environment both promotes and limits human activities (e.g., exploration, migration, trade)."

Percentage of test takers who answered this item correctly in 2000: 72

5. As a result of the Revolutionary War, the British agreed to

○ recognize the United States as a British colony.

● recognize the United States as a free and independent nation.

○ allow Americans to have representatives in Parliament.

○ seek new allies against the United States.

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

Primary Core Content Code: 5.2.002 "The ideals of equality and personal liberty (rise of individual rights, economic freedom, colonial governments, religious diversity, Declaration of Independence, Constitution of the United States), as developed during the colonial period, were motivations for the American Revolution and proved instrumental in forging a new nation."

Percentage of test takers who answered this item correctly in 2003: 84

Producing a Yearbook

6. Imagine that you are the head of the yearbook club at your school. This year the club plans to produce and sell a traditional print yearbook, a CD-ROM yearbook, or a video yearbook. The club wants to make as much money as possible.

   Keeping in mind that your club wants to make a profit, discuss the **types of information** you will need to help you decide each of the following:

   - what kind of yearbook to make
   - how to produce the kind of yearbook you decide to make
   - how many yearbooks to make
   - how much to charge for each yearbook

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: 3.4.001 "The basic economic issues addressed by producers are production, distribution, and consumption of goods and services."

Percentage of test takers in 2002 who received

a score of 4: 6
a score of 3: 23
a score of 2: 41
a score of 1: 26
a score of 0: 3

Percentage of blank responses: 1

Scoring Guide

SCORE	DESCRIPTION
4	Student clearly discusses the types of information required to determine what kind of yearbook to make, how to produce it, how many to make, and what price to charge.
3	Student generally discusses the types of information required to determine what kind of yearbook to make, how to produce it, how many to make, and what price to charge.
2	Student discusses in a limited way the types of information required to determine what kind of yearbook to make, how to produce it, how many to make, and what price to charge. **OR** Student generally discusses the type of information required to make some but not all of these decisions.
1	Student demonstrates minimal understanding (e.g., student offers possible solutions to the questions listed without discussing the types of information required).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Examples of types of information needed to decide what kind of yearbook to make:

- Type of yearbook produced last year and sales results
- Student preferences for type of yearbook
- Costs involved in producing different types of yearbooks
- Production equipment, facilities and expertise required for different types of yearbooks

Examples of types of information needed to decide how to produce the yearbook:

- Where to find publisher, production equipment, facilities, and expertise
- How much time is needed for different parts of the production process
- What jobs/tasks are involved in producing this kind of yearbook
- How many people will be needed to do the work
- How to schedule the work to meet production deadlines

Examples of types of information needed to decide how many yearbooks to make:

- Total number of students in the school
- How many students bought yearbooks last year
- Number of students who plan to buy a yearbook this year
- Minimum order required by publisher/producer

Examples of types of information needed to decide how much to charge for each yearbook:

- Cost of last year's yearbook and sales results
- How much students say they are willing to pay for a yearbook
- Materials cost per yearbook
- Potential for finding sponsors willing to put up some of the costs
- Production costs per yearbook
- Desired profit per yearbook

New Student

7. A new student has entered your school. The new student comes from another country and speaks very little English.
   a. Identify and describe **three** activities you could do with the new student to help him or her adjust to your community.
   b. Explain how **each** of the activities you identified in **part a** would help the student feel more comfortable living in your community.

Primary Academic Expectation: 2.17 "Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world."

Primary Core Content Code: 2.3.001 "Various human needs are met through interaction in and among social institutions and groups (e.g., family, schools, teams, clubs, religious groups, governments)."

Secondary Academic Expectation: 2.17 "Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world."

Secondary Core Content Code: 2.4.002 "Compromise and cooperation are possible choices for positive social interaction and resolution of conflict."

Percentage of test takers in 2003 who received

a score of 4: 6
a score of 3: 28
a score of 2: 53
a score of 1: 11
a score of 0: 1

Percentage of blank responses: 0

Scoring Guide

SCORE	DESCRIPTION
4	Student identifies and clearly describes three activities that could help a new student adjust to the community. Student clearly explains how each activity would help a new student feel more comfortable living in the community.
3	Student identifies and generally describes three activities that could help a new student adjust to the community. Student generally explains how each activity would help a new student feel more comfortable living in the community. **OR** Student identifies and clearly describes two activities that could help a new student adjust to the community. Student clearly explains how each activity would help a new student feel more comfortable living in the community.
2	Student lists three activities that could help a new student adjust to the community. Student explains in limited terms how these activities would help a new student feel more comfortable living in the community. **OR** Student identifies and describes in limited terms two activities that could help a new student adjust to the community. Student explains in limited terms how each activity would help a new student feel more comfortable living in the community. **OR** Student identifies and generally describes one activity that could help a new student adjust to the community. Student generally explains how that activity would help a new student feel more comfortable living in the community.
1	Student demonstrates minimal understanding (e.g., student lists one or more activities that could help a new student adjust to the community with no explanation).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Examples of activities:

- Include new student in some activity (e.g., playing a sport)
- Show new student a community resource (e.g., trip to the mall, zoo)
- Introduce the new student to friends
- Help the new student learn English
- Explain local customs to new student
- Invite new student home to meet family
- Study or do homework with the new student

Examples of explanations:

- Help student find things he or she might need
- Help student make new friends, deal with feeling lonely
- Help student do better in school
- Help student communicate better with Americans
- Help student understand Americans better
- Help student take advantage of community resources, opportunities

America's Diversity

8. Before the arrival of Europeans, North America was home to many different Native American peoples and cultures. Beginning in the 1600s, Europeans and Africans added to America's diversity. Today we live in a society that was shaped by each of these three groups, as well as by other groups who arrived later.

   a. Identify **one** contribution to American life made by **each** of the three groups listed below:

      - Native Americans
      - African Americans
      - European Americans (Spanish, English, German, Irish, etc.)

   b. Explain why these contributions are still important in American life today. Use specific examples to support your answer.

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 "America's diverse society began with the 'great convergence' of European, African, and Native American people beginning in the late 15th century."

Percentage of test takers in 2002 who received

a score of 4: 3
a score of 3: 13
a score of 2: 37
a score of 1: 30
a score of 0: 15

Percentage of blank responses: 2

Scoring Guide

SCORE	DESCRIPTION
4	Student identifies one contribution to American life made by each of the three groups listed. Student clearly explains why these contributions are still important today, using specific examples to support the answer.
3	Student identifies one contribution to American life made by each of the three groups listed. Student generally explains why these contributions are still important today. **OR** Student identifies one contribution made by two of the groups listed. Student clearly explains why the contributions are still important today, using specific examples to support the answer.
2	Student identifies one contribution to American life made by each of the three groups listed. Student provides a limited explanation of why these contributions are still important today. **OR** Student identifies one contribution made by one or two of the groups listed. Student generally explains why each contribution is still important today.
1	Student demonstrates minimal understanding (e.g., student identifies one contribution made by one or two of the groups listed and provides a limited explanation of its importance).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Examples of contributions from Native Americans:

- Farming and foods—corn, beans, cacao, potato, vanilla
- Transportation—canoe, kayak
- Recreation—ball games, powwows
- Architecture—pueblo-style homes, tepees
- Religion/values—respect for nature, earth as mother, love and respect for animals
- Folklore/literature—stories, legends, myths
- Crafts/arts—pottery, Kachina dolls, clothing, paintings, sculpture, jewelry
- Government—idea of federation from Iroquois federation

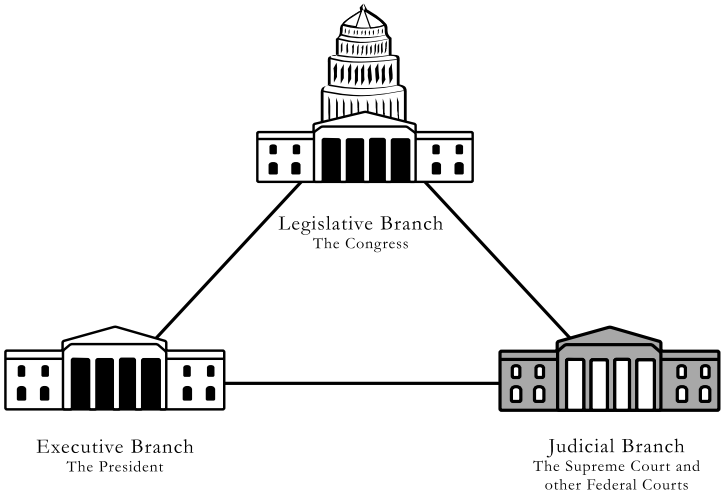
Examples of contributions from African Americans:

- Foods—soul foods, yams, rice, some beans, watermelon, peanuts
- Language—dialects, slang
- Recreation—dancing, storytelling, advanced standards of excellence in many sports
- Religion/values—gospel music, spirituals, Kwanzaa
- Folklore/literature—folk tales, legends, myths, oral history, poetry
- Music—banjo, guitar, drums and drumming, ragtime, jazz, blues, rock, rap
- Technology—lubricating device for trains and manufacturing, mechanized shoe production, sugar refining
- Civil rights movement, confronting slavery and racism

Examples of contributions from European Americans:

- Foods—wheat, fruits, livestock
- Transportation—wheeled vehicles, sailing ships, horses
- Architecture—wood and brick buildings
- Religion/values—Christian/Jewish religions, love of liberty, respect for individual
- Folklore/literature—literacy, printed books, Bible
- Crafts/arts—furniture making, painting, sculpture, fashion, classical music, folk music, opera
- Politics and government—English political tradition, legal system, constitutional self-government, political philosophy, political parties
- Technology—plow, shipbuilding, metal tools, Industrial Revolution
- Science—scientific method, experimental method

Separation of Powers



9. The framers of the U.S. Constitution wanted to prevent the new federal government from becoming a dictatorship. To keep the government from becoming too powerful, they divided its powers among three branches—the legislative branch, the executive branch, and the judicial branch.
   a. For **each** of the three branches of government identify **one** power given to it by the Constitution.
   b. Explain why **each** power you identified in **part a** is important in our system of government. Support your explanation with specific, real-life examples.

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: 1.2.001 "The U.S. Constitution separates power among the legislative, executive, and judicial branches to prevent the concentration of political power and to establish a system of checks and balances."

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

Secondary Core Content Code: 5.2.002 "The ideals of equality and personal liberty (rise of individual rights, economic freedom, colonial governments, religious diversity, Declaration of Independence, Constitution of the United States), as developed during the colonial period, were motivations for the American Revolution and proved instrumental in forging a new nation."

Percentage of test takers in 2003 who received

a score of 4: 5

a score of 3: 12

a score of 2: 28

a score of 1: 31

a score of 0: 18

Percentage of blank responses: 1

Scoring Guide

SCORE	DESCRIPTION
4	Student identifies one power given by the Constitution to each of the three branches of government. Student clearly explains why each power is important in our system of government and supports each explanation with a specific, real-life example.
3	Student identifies one power given by the Constitution to each of the three branches of government. Student generally explains why each of at least two of the powers is important in our system of government and supports at least two explanations with a real-life example.
2	Student identifies one power given by the Constitution to each of the three branches of government. Explanation, if present, is limited. **OR** Student identifies one power given by the Constitution to each of two branches of government and generally explains why each power is important in our system of government. Explanation may or may not include example(s).
1	Student demonstrates minimal understanding (e.g., student identifies one or two powers given by the Constitution to the different branches of government without explanation).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Examples of powers of the legislative branch:

- Makes laws
- Levies taxes
- Borrows money
- Regulates immigration and naturalization
- Coins money
- Provides postal system
- Regulates trade
- Encourages invention
- Establishes courts
- Declares war
- Raises and maintains military

Examples of powers of the executive branch:

- Acts as commander in chief of military
- Manages government bureaucracy
- Grants pardons
- Makes treaties with foreign powers
- Appoints judges and Supreme Court justices
- Appoints ambassadors and other important executive branch officials
- Executes all laws passed by legislative branch
- Has power to veto proposed laws

Examples of powers of the judicial branch:

- Hears legal cases
- Hears appeals of legal decisions by lower courts
- Reviews constitutionality of acts by other branches of the government

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.

1. Which instrument belongs in the woodwind family?
   - ○ trumpet
   - ● clarinet
   - ○ cello
   - ○ xylophone

Primary Academic Expectation: 2.23 "Students analyze their own and others' artistic products and performances using accepted standards."
Primary Core Content Code: 1.1.310 "Identify and classify folk and orchestral instruments according to family."

Percentage of test takers who answered this item correctly in 2003: 67

2. Which is an element of dance?
   - ● time
   - ○ value
   - ○ texture
   - ○ medium

Primary Academic Expectation: 1.15 "Students make sense of and communicate ideas with movement."
Primary Core Content Code: 2.1.031 "Recognize and discuss, using appropriate dance vocabulary, how dance elements: space (focus, size); time (accent, rhythmic pattern, duration); force (heavy/light, sharp/smooth, tension/relaxation, bound/flowing) are used to express thoughts, ideas, and feelings in dance."

Percentage of test takers who answered this item correctly in 2001: 64

3. In theater, if an audience has the same feelings or reactions as those of a character, the audience is experiencing

- ● empathy.
- ○ motivation.
- ○ suspense.
- ○ spectacle.

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

Primary Core Content Code: 3.1.031 "Identify and define elements of drama: plot development, rising action, turning point, falling action, suspense, theme, language, empathy, motivation, discovery."

Percentage of test takers who answered this item correctly in 2001: 49

4. Contrast is a principle of design that refers to major differences between things. Which pair of colors below has the most contrast?

- ○ red and blue
- ○ yellow and orange
- ○ black and brown
- ● black and yellow

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

Primary Core Content Code: 4.1.033 "Principles of Design: repetition, pattern, balance (symmetry/asymmetry), emphasis (focal point), contrast (light and dark), rhythm, proportion, and movement."

Percentage of test takers who answered this item correctly in 2003: 61

5. Which term refers to where a story takes place?

○ scenery

● setting

○ style

○ structure

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: 5.1.032 "Explain how an author uses the elements of literature (plot and structure, characters, setting, point of view, language and style, and theme) to create literary work."

Percentage of test takers who answered this item correctly in 2003: 91

Dance Expression

6. Choreographers use the dance elements of space, time, and force to help convey ideas, feelings, or emotions through movement.
   a. Select and identify an idea, a feeling, **or** an emotion to express in a dance.
   b. Describe how movement could be used to express the idea, feeling, or emotion that you identified in **part a**. Be sure to describe how the three elements of dance (space, time, and force) are used in the movement.

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

Primary Core Content Code: 2.1.031 "Recognize and discuss, using appropriate dance vocabulary, how dance elements: space (focus, size); time (accent, rhythmic pattern, duration); force (heavy/light, sharp/smooth, tension/relaxation, bound/flowing) are used to express thoughts, ideas, and feelings in dance."

Percentage of test takers in 2002 who received

a score of 4: 3
a score of 3: 17
a score of 2: 39
a score of 1: 28
a score of 0: 12

Percentage of blank responses: 1

Scoring Guide

SCORE	DESCRIPTION
4	Student identifies an idea, feeling, or emotion that could be expressed in a dance and clearly describes how movement could be used to express that idea, feeling, or emotion. Response includes a clear description of how the three elements of dance are used in the movement.
3	Student identifies an idea, feeling, or emotion that could be expressed in a dance and generally describes how movement could be used to express that idea, feeling, or emotion. Response includes a general description of how two or three elements of dance are used in the movement.
2	Student identifies an idea, feeling, or emotion that could be expressed in a dance and provides a limited description of how movement could be used to express that idea, feeling, or emotion. Response includes a limited description of how two or three elements of dance could be used in the movement. **OR** Student identifies an idea, feeling, or emotion that could be expressed in a dance and generally describes how movement could be used to express that idea, feeling, or emotion. Response includes a general description of how one of the elements of dance could be used to express that idea, feeling, or emotion.
1	Student demonstrates minimal understanding (e.g., student identifies an idea, feeling, or emotion and provides a limited description of how movement could be used to express that idea, feeling, or emotion with no description of dance elements).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Note: The three elements of dance are space, time and force.

Examples of ways the dance elements can be expressed in movement:
Space—shape, level, direction, pathway, focus, size
Time—beat, tempo, accent, rhythmic pattern, duration
Force—type of energy used while moving such as heavy/light, sharp/smooth, tension/relaxation, bound/flowing

New Musical Instrument

7. Imagine that you have designed a new musical instrument that is capable of producing delicate, high pitches.
   a. Explain how the instrument works (produces sound).
   b. Explain how it would be used in a musical ensemble or performing group.
   c. Tell what existing instrument influenced your design.

Primary Academic Expectation: 2.22 "Students create works of art and make presentations to convey a point of view."
Primary Core Content Code: 1.1.036 "Timbre: acoustic instruments, synthesized sounds, electronic instruments, voices (soprano, alto, tenor, bass), keyboards."

Secondary Academic Expectation: 2.23 "Students analyze their own and others' artistic products and performances using accepted standards."
Secondary Core Content Code: 1.1.310 "Identify and classify folk and orchestral instruments according to family."

Percentage of test takers in 2003 who received
- a score of 4: 4
- a score of 3: 21
- a score of 2: 48
- a score of 1: 17
- a score of 0: 5

Percentage of blank responses: 1

Scoring Guide

SCORE	DESCRIPTION
4	Student's new instrument design is clearly appropriate for producing high-pitched sounds. Student clearly explains how it works and how it would be used in a musical group. Instrument identified as a model is clearly relevant to the design of the new instrument.
3	Student's new instrument design is generally appropriate for producing high-pitched sounds. Student generally explains how it works and how it would be used in a musical group. Instrument identified as a model is generally relevant to the design of the new instrument. Response may include minor inaccuracies.
2	Student provides a limited explanation of instrument's design, how it works, and/or how it is used in a musical group. Instrument used as a model may be apparent in the response or a drawing without being specifically named. **OR** Student identifies an already existing instrument that produces the high-pitched sounds, explains how it works, and how it would be used in a musical group.
1	Student demonstrates minimal understanding (e.g., student selects an already existing instrument that produces high-pitched sounds without explanation).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Creating a Scene

8. Many books are the basis for plays or movies. Creating a play or movie based on a book involves decisions about such things as **scenery**, **costumes**, and **props.**

   Choose a chapter or chapters from a book you have read that could be made into a scene for a play or movie.

   a. Identify the book and briefly describe what happens in the chapter or chapters you have chosen.
   b. Describe the scenery, costumes, and props that would be needed to perform the scene.
   c. Explain how the scenery, costumes, and props would help create the right mood.

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

Primary Core Content Code: 3.1.032 "Identify and define elements of production: staging, scenery, props, lighting, sound, costumes, make-up."

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

Secondary Core Content Code: 3.1.036 "Describe, using appropriate vocabulary, how the elements of production communicate setting and mood."

Percentage of test takers in 2000 who received

a score of 4: 16
a score of 3: 27
a score of 2: 4
a score of 1: 13
a score of 0: 3

Percentage of blank responses: 2

Scoring Guide

SCORE	DESCRIPTION
4	Student chooses a chapter or chapters from a book that could be made into a scene for a play or movie. Student identifies the book and briefly describes what happens in the chosen chapter(s). Student clearly describes the three elements of theater needed to perform the scene and clearly explains how they would help create the right mood.
3	Student chooses a chapter or chapters from a book that could be made into a scene for a play or movie. Student identifies the book and briefly describes what happens in the chosen chapter(s). Student generally describes two or three elements of theater needed to perform the scene and generally explains how they would help create the right mood.
2	Student chooses a chapter or chapters from a book that could be made into a scene for a play or movie. Student identifies the book and briefly describes what happens in the chosen chapter(s). Student provides a limited description of one or two elements of theater needed to perform the scene and a limited explanation of how the element(s) help create the right mood. **OR** Student chooses a chapter or chapters from a book that could be made into a scene for a play or movie. Student identifies the book and briefly describes what happens in the chosen chapter(s). Student provides a limited description of the three elements of theater or a general description of one or two elements of theater needed to perform the scene with no explanation.
1	Student demonstrates minimal understanding (e.g., student chooses a chapter or chapters from a book that could be made into a scene for a play or movie, identifies the book, and/or briefly describes what happens in the chosen chapter(s) without describing or explaining an element of theater).
0	Student's response is totally incorrect or irrelevant
Blank	No student response.

Note: The three elements of theater are scenery, costume, and props.

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.

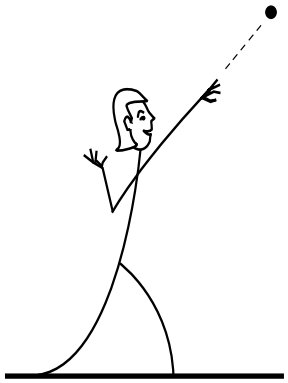
1. Vaccinations are important because they
   - ○ give children energy.
   - ● prevent certain diseases.
   - ○ kill germs.
   - ○ lower fevers.

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: 1.3.002 "Knowledge of the transmission and prevention of communicable diseases and personal illnesses (e.g., hepatitis, colds, influenza, mononucleosis, TB, AIDS/HIV/STDs) contributes to the health of the community."

Percentage of test takers who answered this item correctly in 2002: 74

Use the illustration below to answer question 2.



2. Darlene is throwing a ball. Which goal is she **most** likely to accomplish if she releases the ball at a 45-degree angle as shown in the illustration?

○ better flexibility

○ greater speed

○ better accuracy

● greater distance

Primary Academic Expectation: 2.34 "Students perform physical movement skills effectively in a variety of settings."
Primary Core Content Code: 2.1.001 "Principles of motor skills refinement (e.g., accuracy, technique, movement) require a logical and sequential approach."

Percentage of test takers who answered this item correctly in 2003: 66

3. An Olympic gold medalist appears in a commercial for a product. What type of advertising strategy is being used?

○ gimmick

● endorsement

○ testimonial

○ deception

Primary Academic Expectation: 2.30 "Students evaluate consumer products and services and make effective consumer decisions."

Primary Core Content Code: 3.1.004 "There are positive and negative aspects of advertising strategies (e.g., providing accurate or misleading information, gimmicks)."

Percentage of test takers who answered this item correctly in 2000: 47

4. Which technology has caused a reduction in the number of assembly-line workers in the United States?

○ word processing

● robotics

○ the Internet

○ pagers

Primary Academic Expectation: 2.37 "Students demonstrate skills and work habits that lead to success in future schooling and work."

Primary Core Content Code: 4.4.002 "The use of various types of technology (e.g., word processing, Internet access) has increased, continues to change, and has an impact on the workplace."

Percentage of test takers who answered this item correctly in 2003: 68

Teamwork

5. The expression, "There is no 'I' in the word TEAM," reflects the importance of cooperation in both sports and group projects. Teamwork often means letting go of your personal interests and goals for the benefit of the group.
   a. List **two** specific examples of a team member choosing personal interests and goals over the team's interests and goals. One of your examples should relate to a team sport and the other should relate to a group project.
   b. For **each** example listed in **part a,** describe how the success of the team may be negatively affected.

Primary Academic Expectation: 2.29 "Students demonstrate skills that promote individual well-being and healthy family relationships."
Primary Core Content Code: 1.1.003 "Communication, cooperation, rules, and respect are important to the effective functioning of groups."

Secondary Academic Expectation: 2.37 "Students demonstrate skills and work habits that lead to success in future schooling and work."
Secondary Core Content Code: 4.4.003 "Both individual and team skills (e.g., identify goals, use listening skills, follow directions, communicate orally, ask questions about tasks, use problem-solving skills) contribute to the successful completion of a task."

Percentage of test takers in 2003 who received

a score of 4: 6
a score of 3: 23
a score of 2: 34
a score of 1: 21
a score of 0: 11

Percentage of blank responses: 1

Scoring Guide

SCORE	DESCRIPTION
4	Student earns 8 points.
3	Student earns 6-7 points.
2	Student earns 3-5 points.
1	Student earns 1-2 points.
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Score Points

Part a: (total of 4 points possible)

score 2 points each specific example of a team member choosing personal interests and goals over the team's interests and goals

AND/OR

score 1 point each general example of a team member choosing personal interests and goals over the team's interests and goals

Note: Student may receive credit for no more than one example for team sports and one example for a group project.

Part b: (total of 4 points possible)

score 2 points each clear description of how the success of the team may be negatively affected

AND/OR

score 1 point each general description of how the success of the team may be negatively affected

Answer Information

Some specific examples of choosing personal interests and goals over the team's interests and goals:

- Taking shots and hogging the ball to try to get own stats up
- Putting own ideas first, forcing ideas on the group or insisting your own ideas be used so you can get all the credit
- Taking the best supplies/task/role for yourself rather than sharing equally among the team
- Failing or refusing to do your part because you don't like your teammates

Some general examples of choosing personal interests and goals over the team's interests and goals:

- Not sharing the ball
- Taking all the credit
- Doing whatever you want
- Letting others do all the work

Examples of how the success of the team may be negatively affected:

- Group may not use the best ideas and therefore will not end up with the best outcome
- Personal conflict or competition between group members rather than cooperation
- Ownership of results will be decreased, less satisfaction with results

Example of a clear description for team sports:
In basketball, if one team member hogged the ball, the team would end up losing games because it is impossible for one player to beat an entire team. Not sharing the ball would result in bad shots, costing the team games that could have been won with teamwork.

Example of a general description for team sports:
In the basketball game, they may lose the game.

Example of a clear description for a group project:
The group might not get a good grade because the students who had the harder jobs might not have enough time to do a good job or to finish. If the work had been distributed equally, then everyone would have had enough time.

Example of a general description for a group project:
They could get a bad grade because they didn't work together.

Saving Money for Music Cassettes

6. Your friend wants to buy several music cassettes. He gets a small weekly allowance, but tends to spend this money soon after he receives it. He has asked for your advice on ways to save the money needed for the cassettes.

   a. Identify **three** different strategies your friend could use to save the money needed for the music cassettes. Be specific.

   b. Fully explain why **each** strategy is an effective way to save money. Be specific.

Primary Academic Expectation: 2.30 "Students evaluate consumer products and services and make effective consumer decisions."
Primary Core Content Code: 3.2.001 "There are financial management practices (e.g., budgeting, saving) for achieving short- and long-term goals."

Percentage of test takers in 2003 who received

a score of 4: 8
a score of 3: 29
a score of 2: 32
a score of 1: 24
a score of 0: 5

Percentage of blank responses: 1

Scoring Guide

SCORE	DESCRIPTION
4	Student identifies three strategies the friend could use to save the money needed for the music cassettes and fully explains why each strategy would be effective.
3	Student identifies three strategies the friend could use to save the money needed for the music cassettes and generally explains why each strategy would be effective. **OR** Student identifies two strategies the friend could use to save the money needed for the music cassettes and fully explains why each of the strategies would be effective.
2	Student identifies three strategies the friend could use to save the money needed for the music cassettes, with limited or no explanation. **OR** Student identifies two strategies the friend could use to save the money needed for the music cassettes and generally explains why each of the strategies would be effective. **OR** Student identifies one strategy the friend could use to save the money needed for the music cassettes and fully explains why it would be effective.
1	Student demonstrates minimal understanding (e.g., student identifies one strategy the friend could use to save the money needed for the music cassettes, and may or may not explain why it would be effective).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Examples of specific strategies to save money:

- Ask parents/guardians to hold back all or part of the allowance each week
- Save half the money each week and allow himself to spend the other half
- Put all or some of the money in a safe "hiding" place at home. Must give a specific example of such a place (e.g., a piggybank, a special box)
- Develop a personal budget that includes savings as a regular (fixed) expense
- Compare prices when shopping; buy generic products rather than name-brand products

Examples of general strategies to save money:

- Hide his money somewhere; put his money somewhere where he can't spend it (without a specific example)
- Don't go places where he might spend money (without a specific example)
- Set his allowance aside; save his allowance
- Spend a little and save a little

Examples of unacceptable strategies:

- Any strategy that focuses more on raising money than actually saving money (e.g., getting a job, doing more chores around the house to get a higher allowance, asking to borrow the money needed for the cassettes, selling personal belongings at a garage sale)

Examples of clear explanations for part b:

- If his parents hold back half of his allowance each week (e.g., $5.00), then each week he will have $5.00 more than the week before. The money for the cassettes will accumulate quickly.
- If he puts the money in the bank, he will not be tempted to spend it since he doesn't have easy access to it, plus he will also earn interest, which will add to the money he can use to buy the cassettes.
- Creating a budget would help him to keep track of his money. He would know exactly how much money he is spending or saving. In his budget, he could limit the amount of money he spends on things so he can save more.
- If he stays away from the mall, he won't be tempted to look at and buy things that he doesn't actually need but may want. He can save a lot of money by not buying everything he wants.

Examples of general explanations for part b:

- Putting money in the bank keeps him from getting it.
- If he sets part of his allowance aside, he won't spend it.
- If he doesn't have money, he can't buy things.

Examples of unacceptable explanations for part b (i.e., too weak to receive credit):

- Because it (e.g., a piggybank, the bank) helps you save money
- Because I've done them and they work
- A restatement of the strategy (e.g., don't go to as many places where he can spend money, because this way he won't go anywhere to spend money)

Helping Casey Choose a Sport

7. Your friend has asked you for advice in choosing sports or physical activities that provide both physical and social benefits.
   a. Choose **three** appropriate sports or activities that provide both physical **and** social benefits.
   b. Fully explain one specific physical benefit and one specific social benefit of **each** sport or activity that you named in **part a**. Make sure your explanation includes information about how each benefit is obtained.

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, emotional/mental, and social benefits can be gained from regular participation in leisure/recreational and/or competitive physical activities."

Percentage of test takers in 2000 who received

a score of 4: 4
a score of 3: 12
a score of 2: 30
a score of 1: 52
a score of 0: 1

Percentage of blank responses: 1

Scoring Guide

SCORE	DESCRIPTION
4	Student earns 19-21 points.
3	Student earns 14-18 points.
2	Student earns 9-13 points.
1	Student earns 1-8 points.
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Score Points

Part a: (total of 3 points possible)
score 1 point each appropriate sport/activity chosen

Part b: (total of 18 points possible)
score 3 points each specific benefit that is fully explained
AND/OR
score 2 points each specific benefit not explained **or** each non-specific benefit fully explained
AND/OR
score 1 point each non-specific benefit not explained

Note: Student may receive credit for no more than 1 physical and 1 social benefit per sport/activity.

Answer Information

Examples of specific physical benefits:
- Improves arm, leg, or other specific muscle strength
- Improves cardiovascular system (endurance)
- Improves flexibility
- Improves eye-hand coordination

Examples of non-specific physical benefits:
- Makes you stronger
- Gets you in shape
- Full body workout

Not acceptable as physical benefits:
- Provides opportunity to exercise
- You run a lot

Examples of full explanations for physical benefits (says something about how benefits are obtained):

- Because you have to run up and down the court a lot, sometimes very quickly
- Because you have to stretch to reach the swimming pool wall

Examples of specific social benefits:

- Can make new friends, can meet new people, meet people who have similar interests to yours, see/socialize with people
- Learn to cooperate in a team, learn to communicate in a team
- Learn to perform in front of a crowd, become popular after winning in front of a crowd

Examples of non-specific social benefits:

- Learn teamwork
- Get recognition when you win

Not acceptable as a social benefit:

- You become more independent

Examples of full explanations for social benefits (says something about how benefits are obtained):

- Because you are a member of a league/team, there are several people you can meet and get to know.
- Because you are in a new place (travelling to a meet, spending time at a gym, etc.), there are new people to meet.

Questions to Ask During a Job Interview

8. Hensley has applied for a new job. He will be having his first interview with the potential employer next week. During the interview, Hensley wants to ask questions that will help him learn about different aspects of the job and the work environment. He plans to use the information he gathers to help him decide whether the job is a good one for him.

   a. List **three** questions that Hensley could ask during the job interview to learn about **different** aspects of the job and the work environment. (Note: Hensley has already decided not to ask questions about salary and vacation policies.)

   b. Fully explain how **each** question will provide information to help Hensley decide whether the job is a good one for him. Be specific.

Primary Academic Expectation: 2.38 "Students demonstrate skills such as interviewing, writing resumes, and completing applications that are needed to be accepted into college or other postsecondary training or to get a job."

Primary Core Content Code: 4.5.002 "The following communication skills are important when seeking a job/career:

- business letter writing
- nonverbal communication skills (e.g., body language, facial expressions, posture, dress)
- verbal skills
- interview skills (e.g., friendly greeting, maintain eye contact, show enthusiasm about the job, respond positively and honestly, plan questions to ask, listen carefully, thank interviewer)."

Percentage of test takers in 2003 who received

a score of 4: 10

a score of 3: 31

a score of 2: 35

a score of 1: 18

a score of 0: 2

Percentage of blank responses: 1

Scoring Guide

SCORE	DESCRIPTION
4	Student lists three questions (not related to salary and vacation policies) Hensley could ask to learn about different aspects of the job/work environment and clearly explains how each question will help Hensley decide whether the job is a good one for him.
3	Student lists three questions (not related to salary and vacation policies) Hensley could ask to learn about different aspects of the job/work environment and generally explains how each question will help Hensley decide if the job is a good one for him. **OR** Student lists two or three questions (not related to salary and vacation policies) Hensley could ask to learn about different aspects of the job/work environment and clearly explains how two questions will help Hensley decide whether the job is a good one for him.
2	Student lists three questions (not related to salary and vacation policies) Hensley could ask to learn about the job/work environment, with limited or no explanation). **OR** Student lists two or three questions (not related to salary and vacation policies) Hensley could ask to learn about the job/work environment and generally explains how two questions will help Hensley decide if the job is a good one for him. **OR** Student lists one, two or three questions (not related to salary and vacation policies) Hensley could ask to learn about the job/work environment and clearly explains how one question will help Hensley decide if the job is a good one for him.
1	Student demonstrates minimal understanding (e.g., student lists two questions Hensley could ask to learn about the job/work environment with limited or no explanation).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Poor questions:

- Do we get (lunch) breaks?
- If I'm late, what will happen?
- Is the work fun?

Examples of questions Hensley could ask to learn about the job/work environment (with explanations):

Question	Clear explanations	General explanations
Will I receive insurance or retirement benefits?	• To know if he'll be fully covered • To know if he'll have to pay for insurance or medical bills himself • So he can compare the benefits with other jobs	• In case he got hurt on the job • In case he had a family
What hours/days will I be working?	• To know if the hours will fit with his schedule • To make sure he won't be unhappy in this job	• To know whether he can get up that early • To know his schedule • To know the hours he'll be working
Who will I be working for/with?	• To get a sense of what the job will be like • To see if the job is appropriate for him (he may prefer to work alone)	• To make sure the people will be nice/not boring
What will the work environment be like?	• To make sure that the job will not be too uncomfortable or unsafe	• To know what the environment will be like
What tasks will I be doing?	• To see if the tasks match his interests/likes/ abilities • To see if the work will be too difficult	• To find out what he'll be doing • To know how much work he'll have to do • To get prepared
What education is required for this job?	• To make sure it is a job he can do • To see if he has to get training at work	• To see if he will need to go back to school before he is eligible for this job
What does a typical day look like in this job?	• To see if the work will be too much/difficult • To see whether his skills are well-matched to the job requirements	• To see what he would be doing
Would I need to wear a specific uniform or is there a special dress code I would need to follow?	• To find out whether it will be necessary to purchase/borrow any clothing	• To find out what is appropriate to wear to work
Are there possibilities for advancement (promotion) in this job/company?	• To see whether the job is compatible with his career plans	• To see if he could get other jobs