OKLAHOMA SCHOOL TESTING PROGRAM

PARENT, STUDENT, AND TEACHER GUIDE

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

2023–2024 GRADE 11

OKLAHOMA Education

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

Online Testing Window
April 1–25, 2024

Paper Testing* Window
April 1–12, 2024

*under special circumstances only

Dear Families and Educators,

In order to expand instructional time and optimize student learning, the Oklahoma School Testing Program (OSTP) takes place in the final weeks of the school year for elementary and middle school students. Districts may select the dates that best fit their academic calendars within the approved testing window that is located at https://sde.ok.gov/office-assessments. Preliminary test results will be available online to families through the Oklahoma Parent Portal in June.

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

The OSTP measures your student's progress in learning the Oklahoma Academic Standards for English language arts, mathematics, and science. For an overview of the tests and a digital version of the OSTP Parent, Student, and Teacher Guides, please visit https://sde.ok.gov/oklahoma-school-testing-program-ostp-families. In the guides, you will find an explanation of what is covered in each test and sample questions to become familiar with the test format. The guides will help you and your student understand what to expect on the state assessments.

To learn more about the subject standards, please visit https://sde.ok.gov/oklahoma-academic-standards. The Oklahoma Academic Standards serve as expectations for what students should know and be able to do by the end of the school year.

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

Sincerely,

Oklahoma State Department of Education, Office of Assessments

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THE OKLAHOMA SCHOOL TESTING PROGRAM

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

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

- Each district will administer College- and Career-Readiness Assessment for math and ELA, including a writing section. The test will be administered through a nationally recognized college entrance exam.
- Students will take the College- and Career-Readiness Assessment: Science Content and U.S. History Content, both aligned to the Oklahoma Academic Standards and delivered through an online platform.

Helping Your Student Prepare

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

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

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

CCRA: SCIENCE CONTENT

The CCRA: Science Content is the only assessment that measures the full depth and breadth of the Oklahoma Academic Standards for science. The test blueprint describes the content and structure of the test and defines the target number of test items by reporting category for the CCRA: Science Content.

What is my student learning?

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

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

How can I help my student at home?

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

CCRA: Science Content Practice Questions

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

URL: https://okpracticetest.cognia.org/student/login

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

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

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

Students will have access to a periodic table reference sheet as well as to a graphing or scientific calculator to use during the CCRA: Science Content. The reference sheet is available at the end of this manual and online at oklahoma.onlinehelp.cognia.org/reference-sheets/. For the calculator policy, visit https://sde.ok.gov/documents/ostp-accommodation-manuals-companion-documents.

For more information about the Grade 11 CCRA: Science Content and/or the Oklahoma Academic Standards, visit the Test Blueprint and Item Specifications at: https://sde.ok.gov/college-and-career-readiness-assessments.

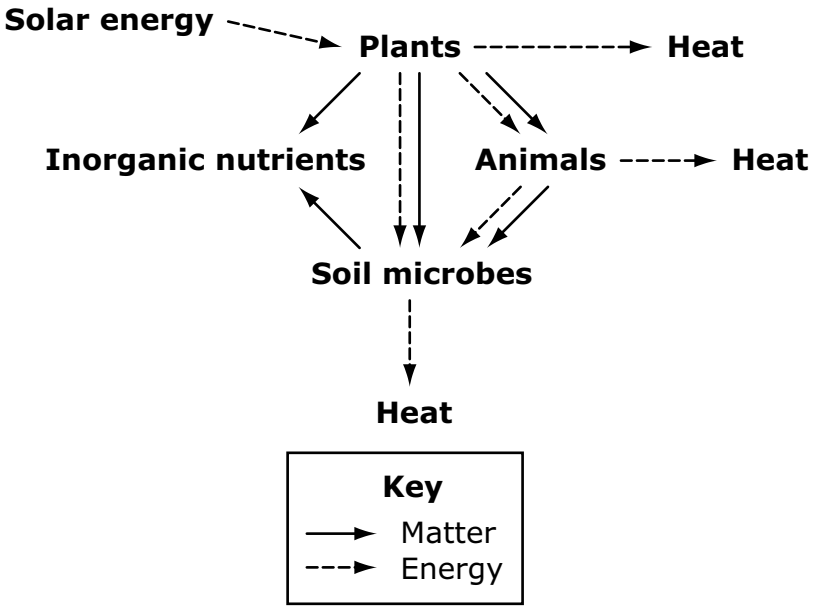
Directions

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

Use the information to answer the following questions.

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

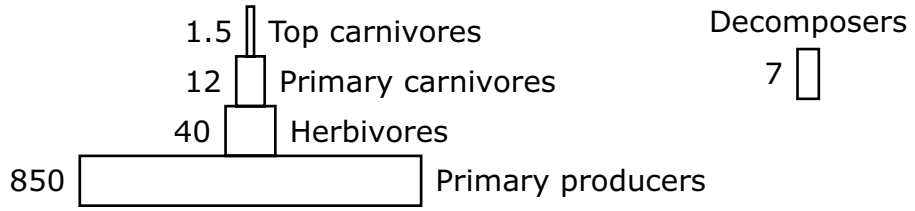
Matter and Energy Flow in a Grassland Ecosystem



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

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

Pyramid of Biomass (g/m^2)



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

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

Which statement <u>best</u> analyzes the student's claim?

A The claim is supported; organisms store heat energy in food to produce biomass, and the available heat energy decreases at the higher levels.

B The claim is supported; the amount of biomass stored at higher levels is very small, and small amounts of biomass show that energy and matter are lost from a system.

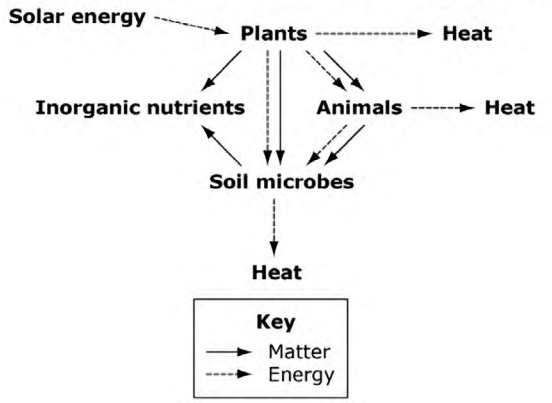
C The claim is rejected; heat energy flows in all directions among the levels, and this allows food energy to be stored within biomass at all levels.

D The claim is rejected; energy from food is used to produce biomass, and the conversion of some of this energy to heat in each level reduces energy to be stored in biomass.

2

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

Matter and Energy Flow in a Grassland Ecosystem



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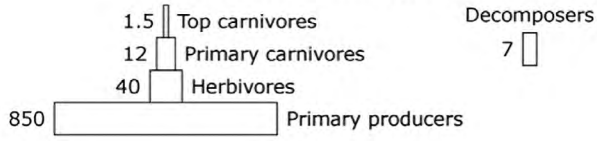
Pyramid of Biomass (g/m^2)



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

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

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

-Select an Answer-
Supported: the food web shows a solid arrow from inorganic nutrients to plants
Not Supported: the food web shows a single dashed arrow from the Sun to the plants

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

-Select an Answer-
Supported: the food web shows arrows between the organisms and heat
Not Supported: the food web shows that both heat and energy move through the ecosystem

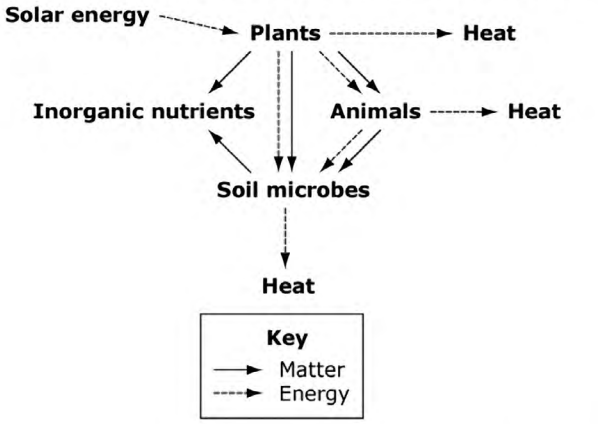
Claim	Supported or Not Supported?
The plants receive food energy from other organisms and from sunlight.	-Select an Answer-
The amount of stored energy changes as it flows between different trophic levels.	-Select an Answer-
The energy available to animals and microbes is limited by photosynthesis in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

-Select an Answer-
Supported: the arrows trace all energy back to the use of sunlight by plants
Not Supported: heat energy is present at each level of the system

3

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

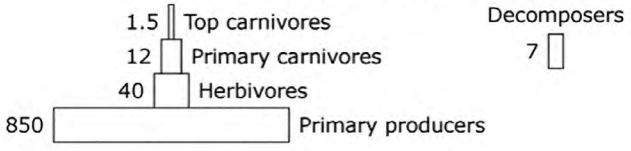
Matter and Energy Flow in a Grassland Ecosystem



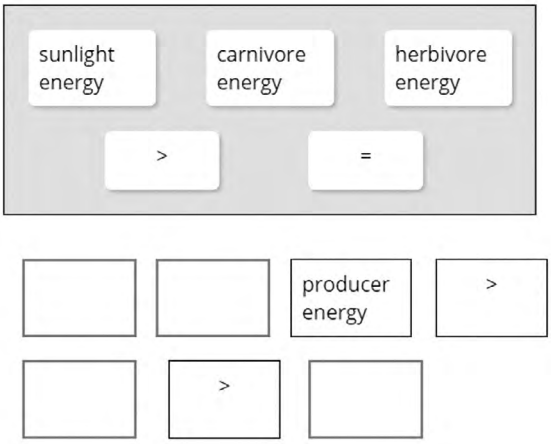
After the students created the diagram, their teacher asked them to answer this question: *How is biomass related to energy flow in the grassland ecosystem?*

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

Pyramid of Biomass (g/m^2)



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

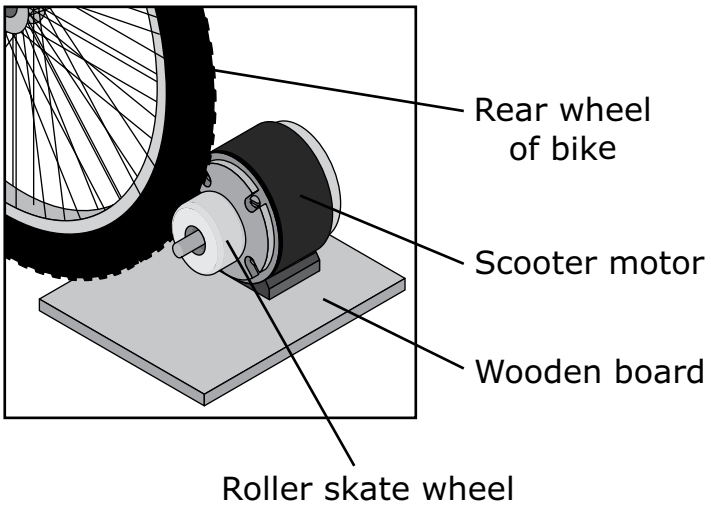


Use the information to answer the following questions.

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

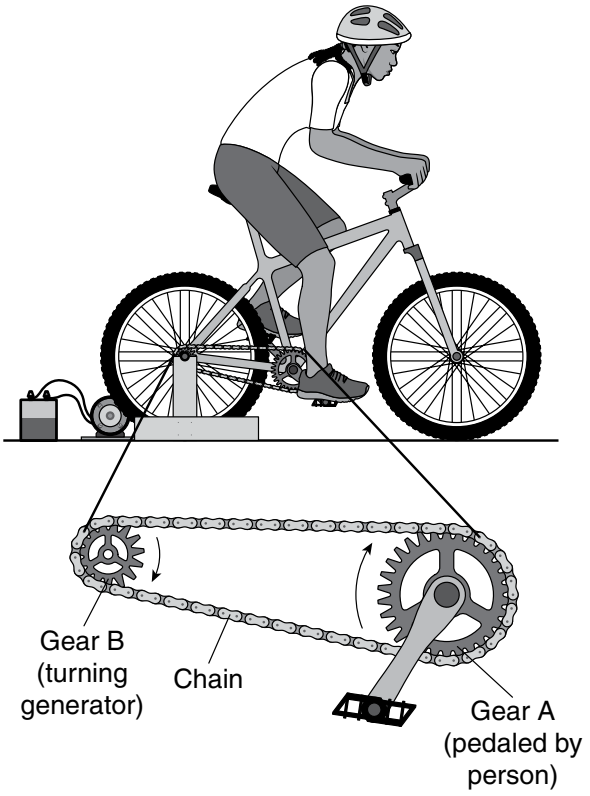
- device must charge a battery to run a six-watt cell phone for seven hours (forty-two watt hours [Wh])
- device must be portable
- device must be built from recycled materials

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



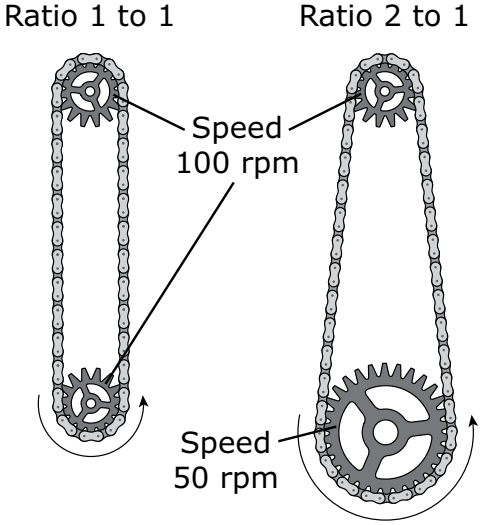
The generator was placed behind the rear wheel of the bike with the roller skate wheel touching the bike wheel. When the bike wheel spun it caused the roller skate wheel to rotate, spinning the generator and producing electricity. Next, the students built a wooden stand to hold the bike upright. Then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

The second diagram shows the completed setup.



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

Gear Ratio



GO ON ▶

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

Speed Testing

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

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

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

A Mechanical energy is converted to potential energy between Gear A and the chain.

B Kinetic energy is converted to potential energy between the rear wheel and Gear B.

C Potential energy is converted to chemical energy between the generator and the battery.

D Mechanical energy is converted to thermal energy between the rear wheel and the generator.

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

A Yes, because 3 minutes of pedaling will produce an average of 140 W of power, and 98 W will be available to charge the phone.

B No, because 30 minutes of pedaling will produce an average of 52.8 Wh of power, and 37 Wh will be available to charge the phone.

C Yes, because 30 minutes of pedaling will produce an average of 105.5 W of power, and 42 W are needed to run the cell phone for 7 hours.

D No, because 3 minutes of pedaling will produce an average of 7.01 Wh of power, and 42 Wh are needed to run the cell phone for 7 hours.

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

A replace Gears A and B with two larger gears

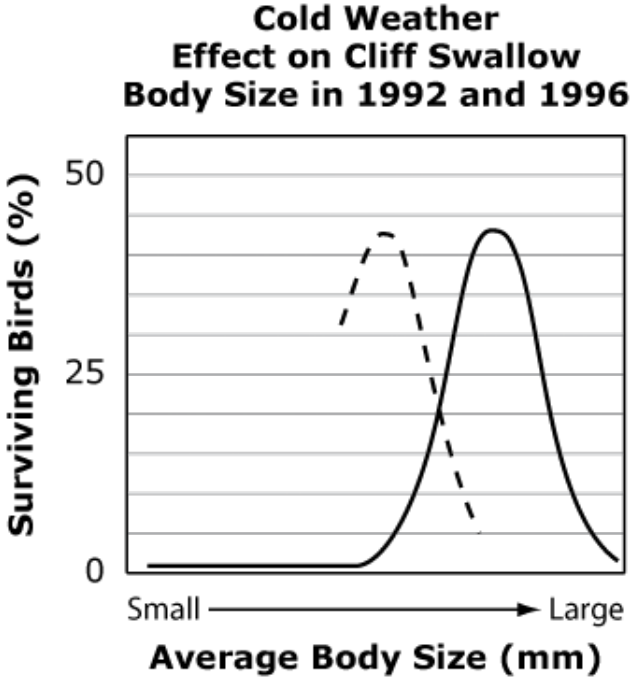
B replace Gears A and B with two smaller gears

C replace Gear A with a larger gear and Gear B with a smaller gear

D replace Gear A with a smaller gear and Gear B with a larger gear

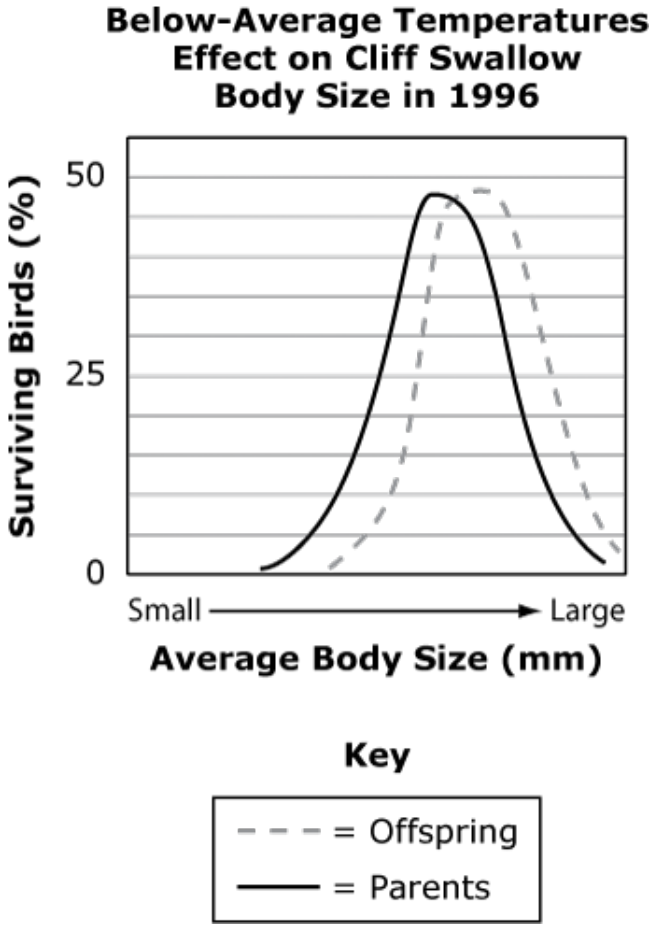
Use the information to answer the following questions.

A student learns in class that cliff swallows are birds that live in the northern Great Plains. Cold weather events that last for several days decrease the availability of insects that cliff swallows primarily eat. The student knows that like other animals, cliff swallows store fat in their bodies that can be broken down to provide energy. Fat also helps animals retain heat in their bodies. The student wonders how cold weather events affect cliff swallow populations. They find a graph that shows how the average body size of a cliff swallow population changed after the birds were exposed to average temperatures and below-average temperatures. Body size is an inherited trait. The graph is shown.



The student learns that there was a high survival rate in the cliff swallow population in 1992, suggesting that the average body size in 1992 was comparable to what it was before there were average temperatures.

They also find a graph that shows how below-average temperatures affected the average body size of the offspring of surviving cliff swallows. The graph is shown.



7 Which statement explains what would **most likely** occur to the cliff swallow population after 1996 if below-average temperatures became more frequent?

A Cliff swallows with small average body sizes would become smaller because fat stores in individual swallows would decrease.

B More cliff swallows would have larger average body sizes because there would be more birds inheriting larger bodies in each generation.

C More cliff swallows would have smaller average body sizes because birds with smaller bodies would only have offspring with smaller bodies.

D Cliff swallows with large average body sizes would become a new species because there would be more birds with large bodies in each generation.

8 Based on evidence from the graphs, which statement explains the differences in body size distribution in the cliff swallow population after below-average temperatures?

A Below-average temperatures result in fewer birds with smaller bodies reproducing than birds with larger bodies.

B Below-average temperatures result in birds with smaller bodies choosing to develop larger bodies to survive.

C Below-average temperatures result in birds with larger bodies becoming a different species than birds with smaller bodies.

D Below-average temperatures result in more birds with larger bodies in the population because the large body size trait is used and retained.

9 Based on evidence from the graphs, which statement **best** explains why the cliff swallow body size resulted from natural selection?

A Cliff swallows with the largest body sizes can survive cold weather.

B Cliff swallow offspring inherit body size traits that differ from their parents.

C There is variation in the body size trait that leads to differences in cliff swallow survival.

D Variations in body size for the largest birds are uncommon in the cliff swallow population.

GO ON ▶

Use the information to answer the following questions.

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

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

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

Properties of Gases Produced in the 1930s

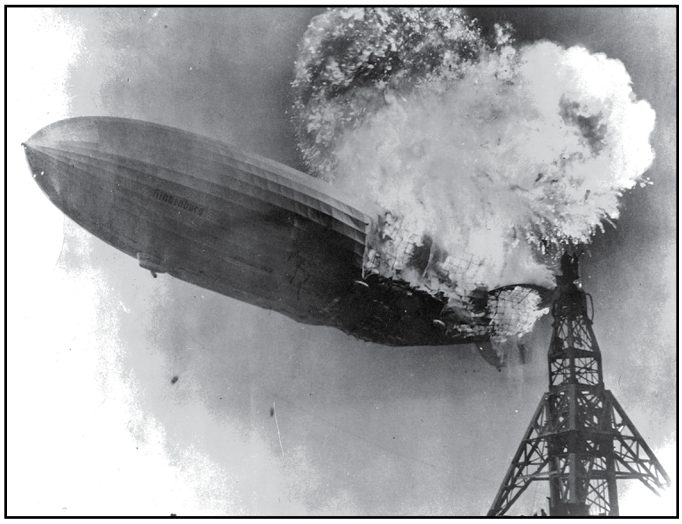
Gas	Number of Electrons in Valence Shell	Density (g\L)	Reactivity
Hydrogen	1	0.089	Highly likely
Helium	2	0.090	Not likely
Fluorine	7	1.700	Highly likely
Neon	8	0.900	Not likely
Chlorine	7	3.200	Highly likely
Argon	8	1.784	Not likely

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

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

GO ON ▶

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



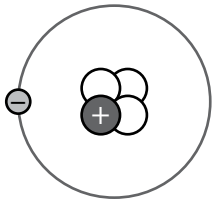
U.S. Navy

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

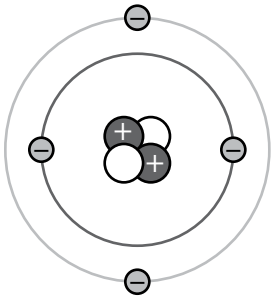
GO ON ▶

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

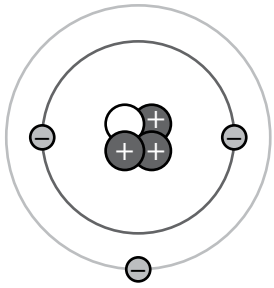
A



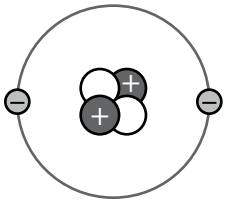
B



C



D



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

A Elements with similar densities are placed into the same group.

B Elements with similar densities are placed into the same period.

C Elements with similar numbers of valence electrons are placed into the same group.

D Elements with similar numbers of valence electrons are placed into the same period.

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

A Hydrogen's location shows that it has one free electron in its valence shell; this electron is given up freely during reactions.

B Hydrogen's location shows that it has one free electron in its valence shell; this electron reacts with other elements until it has seven other electrons to fill hydrogen's valence shell.

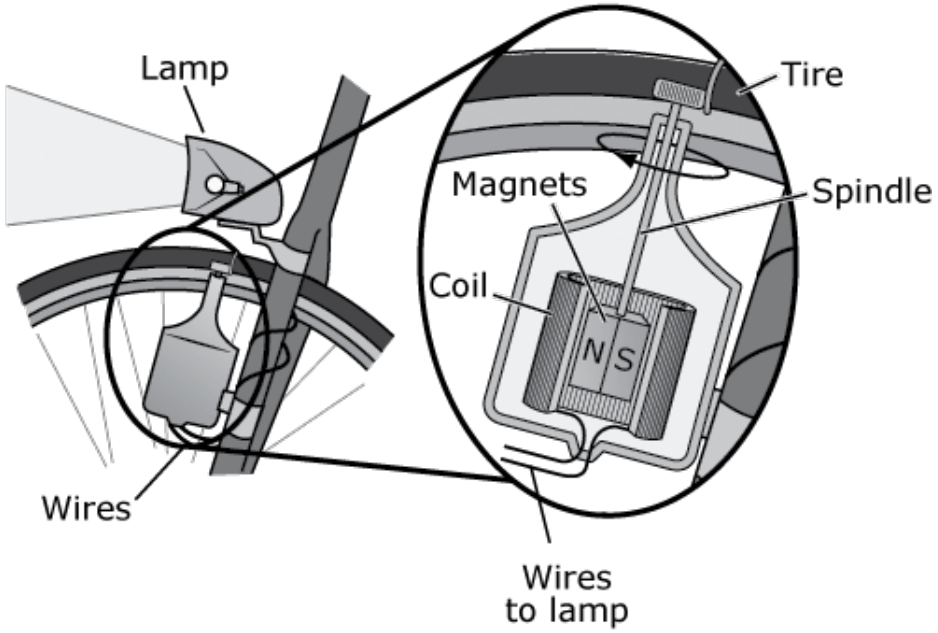
C Hydrogen's location shows that it has more protons than neutrons in its nucleus; hydrogen reacts with other elements until the number of protons is balanced by additional electrons.

D Hydrogen's location shows that it has more protons than neutrons in its nucleus; hydrogen reacts with other elements until the number of electrons is reduced to equal the number of neutrons.

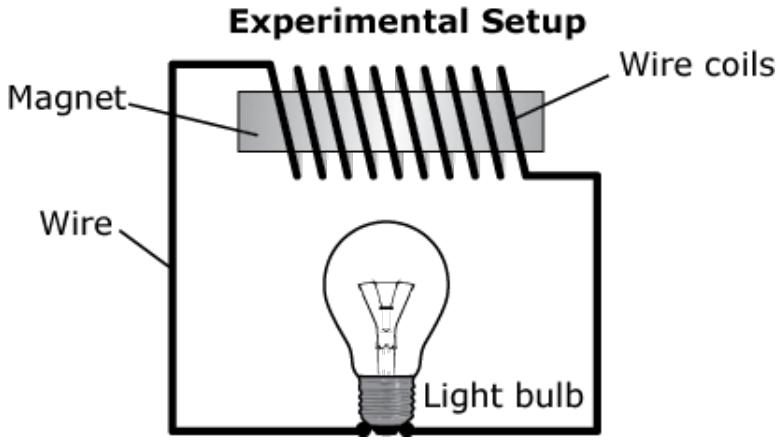
Use the information to answer the following questions.

A student is riding their bike when their headlight turns off due to a dying battery. The student decides to find another way to power the headlight. The student researches alternative energy sources and finds a battery-free headlight powered by an electromagnet. The diagram shows the parts of the battery-free headlight.

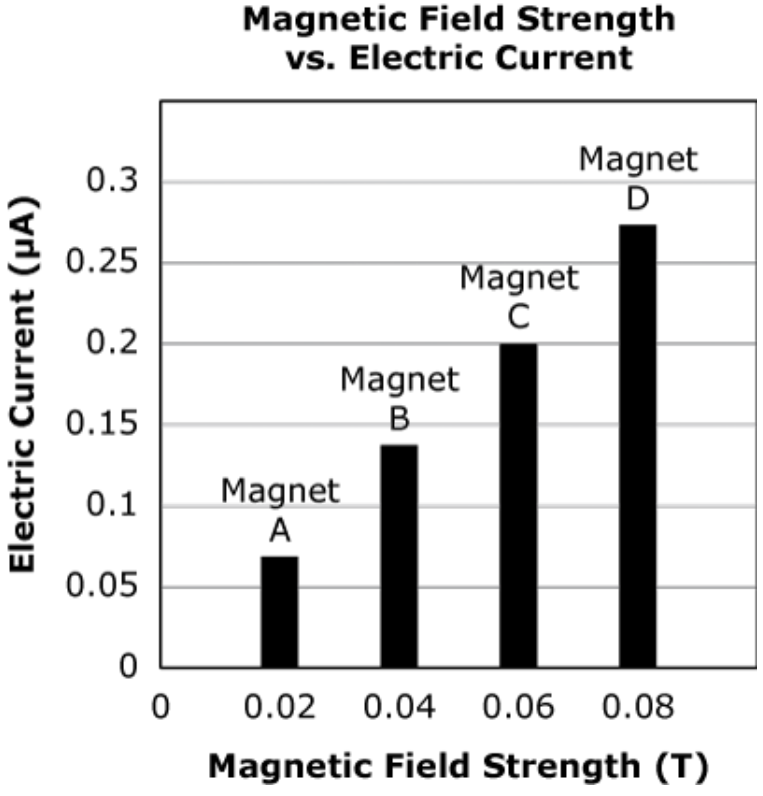
Battery-Free Headlight



The student knows an electric current is produced when the tire spins the magnet. The electric current then travels through the wires to the headlight and provides the energy needed for the light bulb to turn on. The student wants to use the electromagnet as the new energy source for their headlight but wants to make the light brighter. They learn that the more current that flows through the bulb, the brighter the light will be. They decide to set up and conduct an investigation to determine how to produce more current from the electromagnet. The student investigates the effect of the magnetic strength of the magnet on the electric current. The diagram shows the student's experimental setup.



The student uses four magnets of different magnetic strengths. The magnetic strength of each magnet is measured in Tesla (T) and the electric current is measured in microamperes (μA). The graph shows the recorded data.



13 The student places the magnet in the wire coils as shown in the Experimental Setup diagram. The light does not come on. The student measures an electrical current of zero in the circuit but measures a magnetic field from the magnet.

How should the student modify the setup to measure an electric current?

A Change the magnetic field by using less wire.

B Change the magnetic field by adding another light bulb.

C Change the magnetic field by moving the magnet back and forth.

D Change the magnetic field by wrapping fewer coils around the magnet.

14 Based on the Battery-Free Headlight diagram and the Experimental Setup, which claim **best** describes how the magnet produces an electric current without a battery?

A The spinning magnet produces friction, which transfers static charge to the coil.

B The spinning magnet produces heat energy, which is converted to the coil as electrical energy.

C The spinning magnet produces a changing magnetic field, which causes an electric field in the coil.

D The spinning magnet produces a changing magnetic field that attracts the coil, making it spin, which causes an electric field.

15 Which change to the investigation would **best** provide evidence that there is a direct relationship between the magnetic field and the electrical current?

A Use a stronger magnet in the setup.

B Remove the light bulb from the setup.

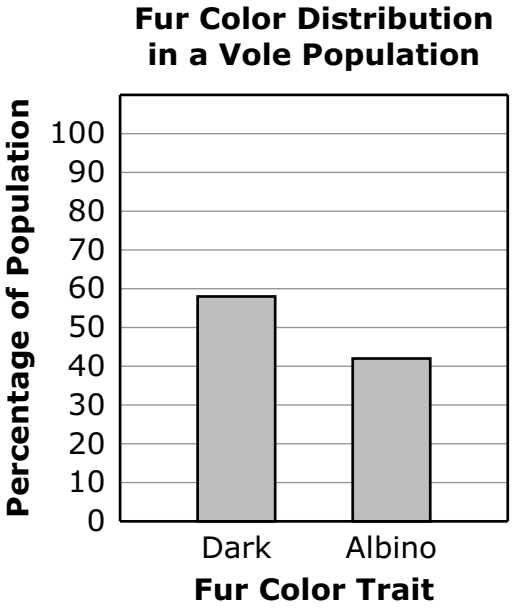
C Increase the length of each trial in the experiment.

D Measure the current on a different part of the circuit.

Use the information to answer the following questions.

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

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



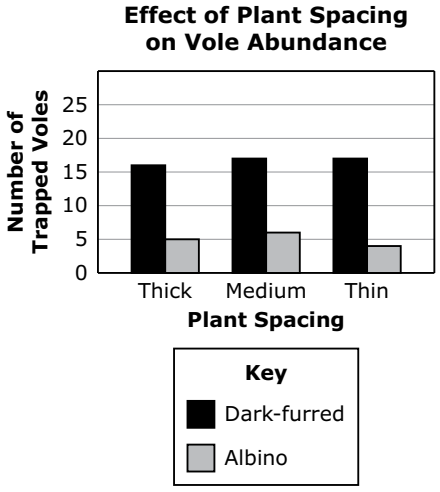
Because the data were not what the scientists expected, they decided to investigate how genetic and environmental factors affect the distribution of expressed traits in vole populations.

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

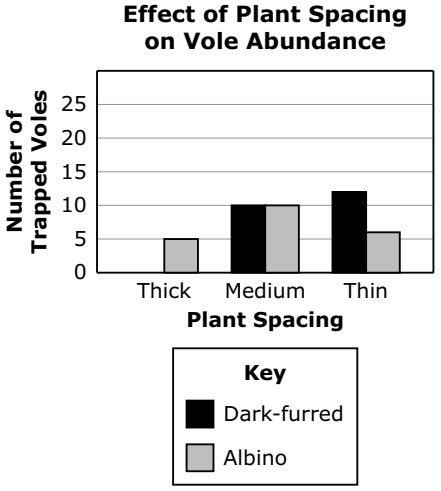
The scientists set up an experiment to test how the spacing of plants in an area affects the abundance of dark-furred and albino voles. In late spring, scientists released equal numbers of dark-furred and albino voles into habitats with different spacing and numbers of plants. Three months later, they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

Which graph shows results that <u>best</u> support the scientists' hypothesis?

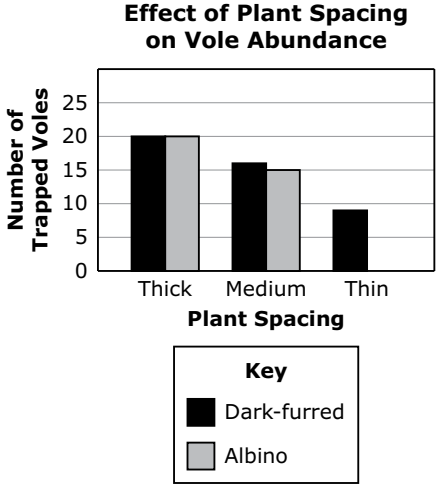
A



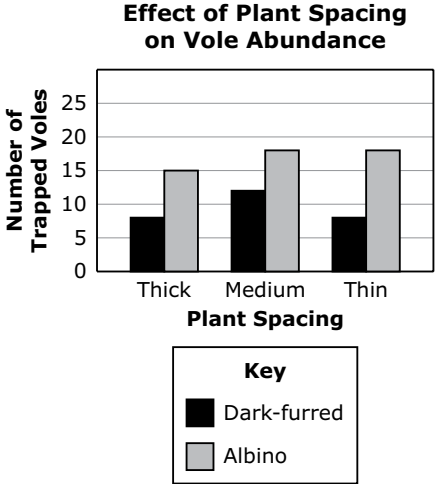
B



C



D



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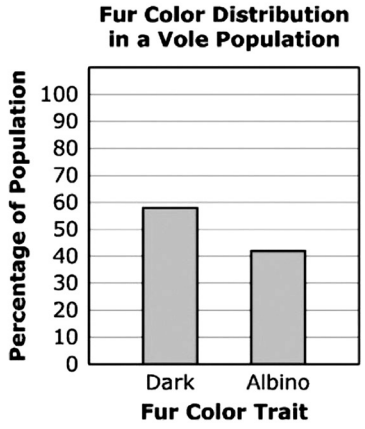
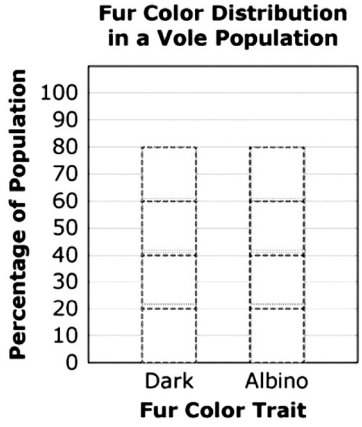


Because the data were not what the scientists expected, they decided to investigate how genetic and environmental factors affect the distribution of expressed traits in vole populations.

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

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



18

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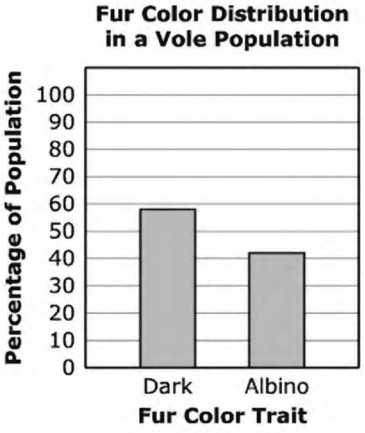


Because the data were not what the scientists expected, they decided to investigate how genetic and environmental factors affect the distribution of expressed traits in vole populations.

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

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

Vole cross	Outcome
AA x AA	50% dark fur and 50% albino fur
Aa x aa	100% of offspring with dark fur
AA x aa	100% of offspring with albino fur
aa x aa	

STOP

CCRA: U.S. HISTORY CONTENT

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

What is my student learning?

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

How can I help my student at home?

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

CCRA: U.S. History Content Practice Questions

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

URL: https://okpracticetest.cognia.org/student/login

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

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

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

For more information about the Grade 11 CCRA: U.S. History Content, visit the Test Blueprint and Item Specifications at: https://sde.ok.gov/assessment-material.

For more information on the Oklahoma Academic Standards for U.S. History, please visit https://sde.ok.gov/college-and-career-readiness-assessments.

Directions

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

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

A deficit spending.

B a national depression.

C a command economy.

D trickle-down economics.

2

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

—Secretary of State George Marshall, 1947

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

A to repay loans made to the Soviet Union

B to stop the spread of communism in Europe

C to take over western European governments

D to aid the Soviet Union in rebuilding its military strength

GO ON ▶

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

A to protect Black Americans from slavery

B to protect the right of Black Americans to vote

C to allow U.S. citizens to vote in other countries

D to make it easier for immigrants to become U.S. citizens

4

> "I am tired of fighting. Our chiefs are killed. Looking Glass is dead. Toohulhulsote is dead. The old men are all dead. It is the young men who say yes or no. He who led the young men is dead.
>
> It is cold and we have no blankets. The little children are freezing to death. My people, some of them, have run away to the hills and have no blankets, no food . . . I want to have time to look for my children and see how many I can find. Maybe I shall find them among the dead.
>
> Hear me, my chiefs. I am tired. My heart is sick and sad. From where the sun now stands, I will fight no more forever."
>
> —Surrender of Chief Joseph of the Nez Perce, 1877

Chief Joseph was tired of fighting against

A the intermarriage of U.S. citizens and American Indians.

B the cultural exchange between U.S. citizens and American Indians.

C the forced relocation of American Indians to reservation lands.

D the patriarchal society forced on American Indian groups by settlers.

Study the information. Then answer the following four questions.

Source A

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

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

Source B

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

Source C

> Now you are called upon to use your influence to prevent the American people from disregarding the rights of others. Self-restraint is a difficult virtue to practice. . . .
>
> It has been the boast of our nation that right makes might; shall we abandon the motto of the republic and go back a century to the monarchical motto which asserts that might makes right? . . .
>
> Imperialism finds its inspiration in dollars, not in duty. It is not our duty to burden our people with increased taxes in order to give a few speculators an opportunity for exploitation; it is not our duty to sacrifice the best blood of our nation in tropical jungles . . . ; it is not our duty to deny to the people of the Philippines the rights for which our forefathers fought from Bunker Hill to Yorktown.
>
> Our nation has a mission, but it is to liberate those who are in bondage—not to place shackles upon those who are struggling to be free. . . .
>
> —William Jennings Bryan, excerpt from "Who Saves His Country Saves Himself," 1898

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

A Cuba.

B Hawaii.

C Samoa.

D Panama.

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

A It is the duty of the United States to liberate oppressed peoples.

B American foreign policy should be less invasive and more helpful.

C American intervention is sometimes harmful to native populations.

D It is the responsibility of the United States to promote isolationism.

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

A support for war against Spain

B support for the policy of imperialism

C opposition to the annexation of Hawaii

D opposition to a decrease in troops overseas

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

A The majority of citizens were in favor of annexing new territories overseas.

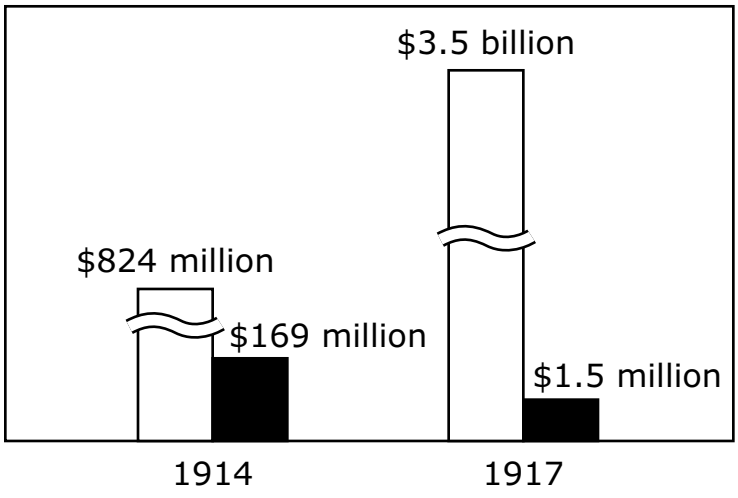
B The global influence of the United States expanded rapidly during the early 20th century.

C Few politicians believed in the financial benefits of supporting the white man's burden.

D Few countries could compete economically with the United States during the early 20th century.

9

United States Exports



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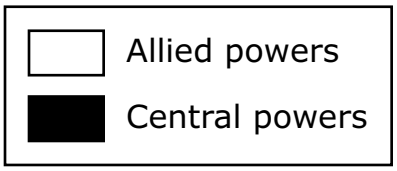


Which inference about World War I is <u>best</u> supported by the data in this graph?

A The Allied Powers had no need for U.S. exports.

B The U.S. desire for strict neutrality was difficult to meet.

C The value of U.S. exports remained constant during the war.

D The Central Powers did not want to trade with the United States after the war began.

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

A Alice Paul

B Ida Tarbell

C Carry Nation

D Jane Addams

Study the information. Then answer the following four questions.

Source A

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

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

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

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

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

Source B

—Published by the *Waterbury Connecticut Republican*, 1937

Source C

Carmichael v. Southern Coal & Coke Company, 1937

Facts of the Case:

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

5–4 DECISION FOR SOCIAL SECURITY ACT

Decision of the Supreme Court:

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

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

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

A to guarantee the ratification of new amendments.

B to increase the influence of the executive branch.

C to provide the unemployed with government benefits.

D to stabilize the economy after a series of bank failures.

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

A upheld by the courts.

B challenged in the courts.

C created to regulate banks.

D designed to limit the rights of workers.

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

A The judicial branch should be more powerful than the executive branch.

B The New Deal is a temporary fix to a larger problem.

C The Social Security Act violates basic liberties.

D The plan to stack the court is unconstitutional.

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

A President Roosevelt wanted greater assurance that his New Deal programs would not be struck down in court.

B President Roosevelt wanted more control over the House of Representatives and the Senate.

C President Roosevelt wanted to be sure that his actions would not lead to his impeachment by Congress.

D President Roosevelt wanted to increase the likelihood that the Republican Party controlled the judiciary.

15

1912 Presidential Election Results by Party

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

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

A Third parties divert attention from important issues.

B Third-party candidates introduce new ideas into elections.

C Third parties are typically better funded than major parties.

D Third-party candidates usually draw votes away from one major party.

16

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

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

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

A the deployment of additional troops to South Vietnam

B the call for public demonstrations against the Vietnam War

C the decision to negotiate a treaty with North Vietnamese leaders

D the order to end the bombing of North Vietnamese military bases

GO ON ▶

17

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

President Lyndon B. Johnson issued this executive order primarily to

A eliminate poverty in rural areas.

B reverse the effects of past discrimination.

C reduce the wage gap between men and women.

D end negotiations between labor unions and laborers.

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

A preceded by large-scale emigration.

B negotiated with long-term opponents.

C met with chaos and confusion by many people.

D completed suddenly and without significant violence.

19

Events in President Bill Clinton's Administration

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

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

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

These events best demonstrate President Clinton's

A commitment to peace.

B plans for a world trade organization.

C efforts to negotiate economic sanctions.

D hesitancy to get involved in international affairs.

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

A "Many terrorists are now being interrogated."

B "We understand they hate us because of what we love."

C "America will be better able to respond to future attacks."

D "The wisest use of American strength is to advance freedom."

Study the information. Then answer the following four questions.

Source A

The President of the United States of America and the Prime Minister Churchill, representing His Majesty's Government in the United Kingdom, being met together, deem it right to make known certain common principles on which they base their hopes for a better future for the world.

They respect the right of all peoples to choose the form of government under which they will live; and they wish to see sovereign rights and self-government restored to those who have been forcibly deprived of them; . . .

They desire to bring about the fullest collaboration between all nations in the economic field with the object of securing for all, improved labor standards, economic advancement and social security; . . .

They believe that all of the nations of the world, for realistic as well as spiritual reasons must come to the abandonment of the use of force. Since no future peace can be maintained if land, sea or air armaments continue to be employed by nations which threaten aggression outside of their frontiers, they believe, pending the establishment of a wider and permanent system of general security, that the disarmament of such nations is essential. They will likewise aid and encourage all measures which will lighten the crushing burden of armaments.

—Atlantic Charter, August 1941

Source B

The establishment of order in Europe and the rebuilding of national economic life must be achieved by processes which will enable the liberated peoples to destroy the last vestiges[1] of nazism and fascism and to create democratic institutions of their own choice. This is a principle of the Atlantic Charter. . . .

It was agreed that the Surrender terms for Germany should read "The United Kingdom, the United States of America and the Union of Soviet Socialist Republics shall possess supreme authority with respect to Germany. In the exercise of such authority they will take such steps, including the complete dismemberment of Germany as they deem requisite for future peace and security."

It was decided that a United Nations conference on the proposed world organization should be summoned for Wednesday, 25 April, 1945, and should be held in the United States of America.

The leaders of the three great powers—the Soviet Union, the United States of America and Great Britain—have agreed that in two or three months after Germany has surrendered and the war in Europe is terminated, the Soviet Union shall enter into war against Japan on the side of the Allies . . . .

—Yalta Conference Agreement, February 1945

[1]**vestiges:** traces of something that is disappearing or no longer exists

GO ON ▶

21 The agreement in Source A was formed in response to

A the Japanese attack on Pearl Harbor.

B increased German aggression in Europe.

C the spread of communism in Czechoslovakia.

D decreased funding to the Lend-Lease program.

22 What was the **main** goal of the agreement shown in Source B?

A to determine a plan to reorganize Europe after the war

B to create the outline for the new United Nations charter

C to finalize the details of an upcoming invasion of France

D to establish reparation payments to be made by Germany

23 What occurred at approximately the same time as the Soviet Union's fulfillment of the final part of the agreement in Source B?

A the passage of the Neutrality Acts

B the internment of Germans and Italians

C the landing of Allied forces at Normandy

D the atomic bombing of Hiroshima and Nagasaki

24 Which conclusion about World War II is **best** supported by the information in both Source A and Source B?

A The Allies were in disagreement over the best way to defeat the Axis Powers.

B The Allies were in disagreement over how to demand reparations from the Axis Powers.

C The Allies were in agreement over the importance of establishing democratic governments.

D The Allies were in agreement over the need for an international peacekeeping organization.

Study the information. Then answer the following question.

During the early 1900s, a group of American writers called muckrakers wrote extensively about corruption, economic inequalities, and social hardships in urban areas in the United States.

25 How did the work of these writers **most** affect the United States?

A by contributing to public support for going to war

B by encouraging public support for progressive reforms

C by influencing politicians to pass immigration quotas

D by limiting the growth of labor unions

Study the information. Then answer the following question.

In late 1919 and early 1920, U.S. Attorney General A. Mitchell Palmer authorized a series of government raids to arrest suspected radicals in the United States. The raids became known as the "Palmer Raids" and were considered highly unsuccessful and resulted in the Department of Justice receiving a lot of criticism. In addition, the overall constitutionality of the raids was brought into question.

26 Based on this information, the government was criticized for failing to

A defend the country from a foreign enemy.

B protect the civil liberties of individual citizens.

C pass legislation to limit political corruption.

D enact reforms to prevent an economic depression.

Study the information. Then answer the following question.

At the height of the 1920s, average Americans spent more and more of their disposable income on major durable consumer goods . . . The advertising industry grew to match. By the end of the 1920s, an increasingly sophisticated advertising industry had integrated new techniques . . . into the marketing process. Marketing efforts accelerated to match businesses' rapid introduction of new products and services to satisfy consumer markets.

— Library of Congress

27 Which factor **most** contributed to the trend described in this excerpt?

A allowing labor unions to strike for better wages

B implementing regulations to break up monopolies

C establishing policies and quotas to restrict immigration

D using credit and installment plans to make purchases

Study the information. Then answer the following question.

Selected Events Leading to the Start of World War II in Europe

October 1935	Italy invades Ethiopia.
March 1936	Nazi Germany marches into the Rhineland, previously demilitarized from the Treaty of Versailles.
October 1936	Hitler and Mussolini form the Rome-Berlin Axis.
March 1938	Nazi Germany occupies the Sudetenland, previously Western Czechoslovakia.
September 1938	Great Britain and France agree to the Nazi occupation of the Sudetenland at the Munich Conference.
March 1939	Nazi Germany occupies all of Czechoslovakia.
September 1939	Nazi Germany invades Poland.

28 How did the British policy of appeasement and U.S. isolationist policies contribute to these events?

A by encouraging Fascist leaders to become more aggressive

B by preventing Fascist countries from joining the League of Nations

C by allowing Fascist countries to be members of the UN Security Council

D by limiting the ability of Fascist leaders to make military alliances

GO ON ▶

Study the information. Then answer the following question.

The concept of mutually assured destruction (MAD) developed during the Cold War between the two superpowers, the United States and the Soviet Union. Mutually assured destruction was based on the belief that an attack by one superpower would be met with an overwhelming counterattack by the other. The end result would be that both the attacker and defender would be completely destroyed.

29 How did this doctrine affect the United States and the Soviet Union?

A It led to a military alliance between the countries.

B It resulted in both countries sharing nuclear technology.

C It resulted in both countries continuing to develop nuclear weapons.

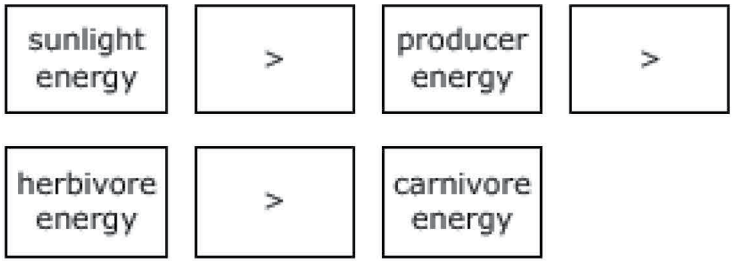
D It led both countries to sign a free trade agreement with each other.

STOP

<table>
<tr><th colspan="3">Science</th></tr>
<tr><th>Number</th><th>Reporting Category</th><th>Item Distractor Rationales</th></tr>
<tr><td>1</td><td>Life Science</td><td>A. The student may think energy is stored as heat energy in food.
B. The student may think that energy and matter within a system can be lost from a system instead of being transformed to different forms or transferred to different organisms within the system.
C. The student may think heat flows in all directions, and food energy is stored as biomass.
D. Correct. Food is used to produce biomass, and this conversion leads to a loss of heat energy from one trophic level to the next higher trophic level, reducing the energy stored as biomass.</td></tr>
<tr><td>2</td><td>Life Science</td><td>Scoring Rubric
<table>
<tr><th>Score</th><th>Description</th></tr>
<tr><td>2</td><td>2 points for 3 correct options selected</td></tr>
<tr><td>1</td><td>1 point for 2 correct options selected</td></tr>
<tr><td>0</td><td></td></tr>
<tr><td>Blank</td><td></td></tr>
</table>
Distractor Rationale
Correct. Plants receive energy for food only from the Sun. As shown by the loss of heat, the total amount of energy at each trophic level changes. The plants are the only producers shown in the diagram and therefore are the only source of food energy within the system for consumers and decomposers.

The student may think that the arrows point to what is being consumed, rather than the consumers in the diagram. The student may think that heat is not a form of energy. The student may not understand that the amount of energy in the system is constrained.

Training Notes:
<table>
<tr><th>Claim</th><th>Supported or Not Supported?</th></tr>
<tr><td>The plants receive food energy from other organisms and from sunlight.</td><td>Not Supported: the food web shows a single dashed arrow from the sun to the plants</td></tr>
<tr><td>The amount of stored energy changes as it flows between different trophic levels.</td><td>Supported: the food web shows arrows between the organisms and heat</td></tr>
<tr><td>The energy available to animals and microbes is limited by photosynthesis in plants.</td><td>Supported: the arrows trace all energy back to the use of sunlight by plants</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><th colspan="3">Science</th></tr>
<tr><th>Number</th><th>Reporting Category</th><th>Item Distractor Rationales</th></tr>
<tr><td>3</td><td>Life Science</td><td>
Scoring Rubric
<table>
<tr><th>Score</th><th>Description</th></tr>
<tr><td>2</td><td>2 points for 4 options placed in correct location</td></tr>
<tr><td>1</td><td>1 point for 3 options placed in correct location</td></tr>
<tr><td>0</td><td></td></tr>
<tr><td>Blank</td><td></td></tr>
</table>
Sample Response


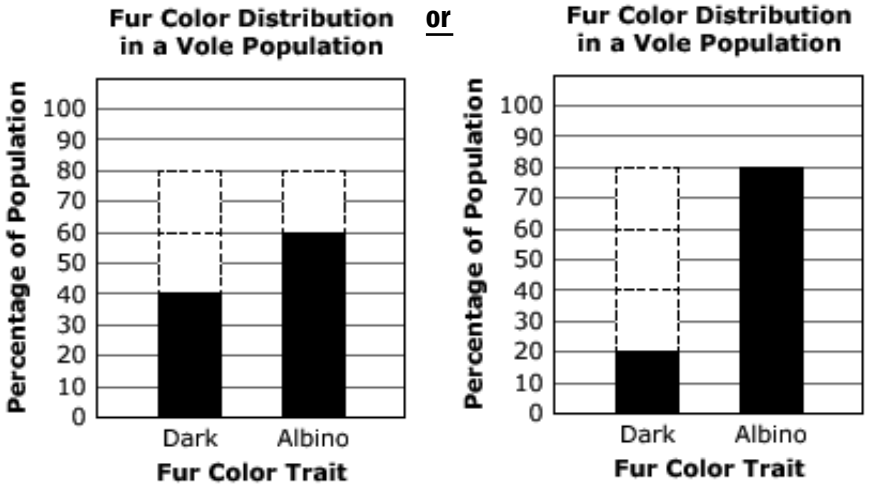
</td></tr>
<tr><td>4</td><td>Physical Science</td><td>A. The student may think that the moving chain is potential energy.
B. The student may think that the moving wheel is potential energy.
C. The student may think that the moving generator is potential energy.
D. Correct. As the rear wheel rubs on the generator, causing it to spin, one form of mechanical energy is converted to thermal energy due to friction.</td></tr>
<tr><td>5</td><td>Physical Science</td><td>A. The student may not understand that they should consider watt-hours.
B. Correct. Although sufficient watt-hours are produced, not all energy stored in the battery can be put to use.
C. The student may not understand that they should consider watt-hours.
D. The student may not understand that they should also look at the 30-minute test data.</td></tr>
<tr><td>6</td><td>Physical Science</td><td>A. The student may not understand that the ratio between the gear sizes is the variable needed to be changed.
B. The student may not understand that the ratio between the gear sizes is the variable needed to be changed.
C. Correct. In this scenario the gear ratio increases, and the rpm for gear B increases decreasing the amount of time needed to charge the battery.
D. The student may not understand that in this scenario, the gear ratio decreases because gear B is increasing in size, and the rpm for gear B decreases. This increases the amount of time needed to charge the battery.</td></tr>
</table>

Science		
Number	**Reporting Category**	**Item Distractor Rationales**
7	Life Science	A. The data suggests that swallows with smaller average body sizes would become less frequent in the population since having less fat stores would increase the likelihood of birds with smaller bodies dying when temperatures are below-average. **B. Correct. An increase in the frequency of below-average temperatures would likely increase the proliferation of birds with larger body sizes that are more likely to survive and reproduce.** C. The data suggests that birds with larger body sizes would become more frequent in the population if below-average temperatures became more common, since birds with larger body sizes that survive are likely to also reproduce and pass down that body size trait. D. Students may think that evolution and speciation are the same, but a proliferation of birds with larger body sizes occurs because of differential survival and reproduction, not speciation
8	Life Science	**A. Correct. Fewer offspring with smaller body sizes after below-average temperatures suggests that fewer parent birds with smaller body sizes were reproducing and passing down the small body size trait.** B. Students may think that change happens as a result of choice and that birds can intentionally choose to have larger bodies. C. Students may think that evolution is the same as speciation. D. Students may think that traits that are not used are lost.
9	Life Science	A. While the graphs indicate that this is true, this statement does not indicate how differences in body size arose due to differential survival and reproduction. B. While the graphs indicate that this can occur, this statement does not indicate how differences in body size arose due to differential survival and reproduction. **C. Correct. This statement is supported by the graphs and explains why body size resulted from natural selection, by indicating that body size is a trait variant that was acted upon by natural selection because cliff swallows with a particular variant had a greater chance of surviving to reproduce than cliff swallows with other trait variants.** D. This statement is not evidenced from the graphs and does not refer to differential survival as part of how body size resulted from natural selection.
10	Physical Science	A. The student may think that proton number should match valence electrons. B. The student may think that the first electron shell is filled and then there are two valence electrons. C. The student may think that this model represents two valence electrons and that there should be an equal number of protons. **D. Correct. The number of valence electrons matches number of protons, and the number of nuclear particles matches atomic mass.**
11	Physical Science	A. The student may have confused density with reactivity. B. The student may think that density increases proportionally with atomic mass. **C. Correct. This pattern is seen for He, Ne, and Ar as well as for Cl and F.** D. The student may be confused about the organization of the periodic table.

Science		
Number	**Reporting Category**	**Item Distractor Rationales**
12	Physical Science	**A. Correct. Because hydrogen has one electron in its valence shell, it is highly reactive, giving up this electron freely during reactions.** B. The student may think that hydrogen reacts to fill an octet. C. The student may be confused about the relationship between neutrons and the organization of the periodic table and think that hydrogen reacts to balance protons to electrons. D. The student may be confused about the relationship between neutrons and the organization of the periodic table and think that hydrogen reacts based on the numbers of neutrons and electrons.
13	Physical Science	A. Using less wire would lower the resistance but it is negligible. B. Adding another light bulb would not change the energy in the circuit. **C. Correct. Moving the magnet back and forth creates a changing magnetic field which produces the electric field, which moves the electrical energy through the wire.** D. Making fewer turns in the wire coils would decrease the electrical current and it does not add energy to the circuit.
14	Physical Science	A. The magnet does not touch the coil, so friction is not produced. B. The spinning magnet does not move fast enough to produce heat and there is no conversion method for the heat energy to electrical energy in the electromagnet. **C. Correct. Electric current, which comes from the electric field, is only produced when the magnetic field is changing due to the spinning magnet.** D. The coil does not move even though the spinning magnet creates a magnetic field.
15	Physical Science	**A. Correct. By doing this, students could determine how changing the strength of a magnet affects the electrical current that is produced.** B. Removing the light bulb takes away a location for the electric current to go but does not affect the amount of electric current. C. The length of each trial does not affect the magnetic field strength or electric current. D. Measuring the current on a different part of the circuit would not affect the magnetic field strength.
16	Life Science	A. The student may think that plant spacing not having a clear effect on the vole population will support the hypothesis. B. The student may think that showing a bias against dark-furred voles in thick plant spacing will support the hypothesis. **C. Correct. The graph shows that albino survival decreases and plant spacing increases.** D. The student may think that showing greater numbers of albino voles relative to dark-furred voles supports the hypothesis.

<table>
<tr><th colspan="3">Science</th></tr>
<tr><th>Number</th><th>Reporting Category</th><th>Item Distractor Rationales</th></tr>
<tr><td rowspan="2">17</td><td rowspan="2">Life Science</td><td>
Scoring Rubric
<table>
<tr><th>Score</th><th>Description</th></tr>
<tr><td>2</td><td>2 points for Dark bar showing 40% and Albino bar showing 60% OR Dark bar showing 20% and Albino bar showing 80%</td></tr>
<tr><td>1</td><td>1 point for Dark bar showing 20% and Albino bar showing 60% OR Dark bar showing 40% and Albino bar showing 80%</td></tr>
<tr><td>0</td><td></td></tr>
<tr><td>Blank</td><td></td></tr>
</table>
</td></tr>
<tr><td colspan="2">
Distractor Rationale
Correct. More albino voles will most likely be captured since their color will better match the snow than dark-furred voles. The total percentages should combine to 100%.

The student may think that snow will not affect the survival and reproduction of voles. The student may not understand that the total percentage should be 100%.

Sample Response


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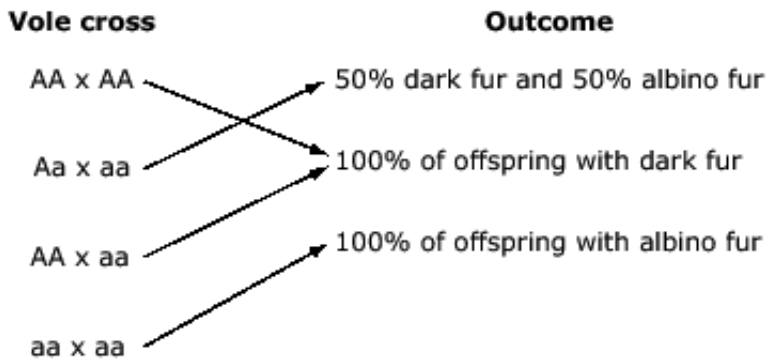
</table>

<table>
<tr><th colspan="3">Science</th></tr>
<tr><th>Number</th><th>Reporting Category</th><th>Item Distractor Rationales</th></tr>
<tr><td rowspan="7">18</td><td rowspan="7">Life Science</td><td colspan="2">Scoring Rubric</td></tr>
<tr><td>Score</td><td>Description</td></tr>
<tr><td>2</td><td>2 points for 4 correct matches</td></tr>
<tr><td>1</td><td>1 point for 3 correct matches</td></tr>
<tr><td>0</td><td>0 points for 2 or fewer correct matches</td></tr>
<tr><td>Blank</td><td></td></tr>
<tr><td colspan="2">Sample Response
 
</td></tr>
</table>

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

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

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

U.S. History		
Number	**Reporting Category**	**Item Distractor Rationales**
21	U.S. History	A. The Japanese attack on Pearl Harbor resulted in the United States declaring war against the Axis Powers. The Atlantic Charter was issued several months before the attack on Pearl Harbor. **B. Correct. The Atlantic Charter was a policy statement that outlined the British and U.S. goals for the world once World War II was over. It was issued in response to the military aggression of Nazi Germany during the early years of World War II.** C. Communism spread into Czechoslovakia in 1948, during the early years of the Cold War. D. The funding for the Lend-Lease program increased during World War II, not decreased.
22	U.S. History	**A. Correct. The Yalta Conference was a meeting of leaders of three World War II allies. The main goal of the conference was to discuss how Germany and Europe should be organized once Nazi Germany was defeated in World War II.** B. The United Nations was formed at the conclusion of World War II. The purpose of the Yalta Conference was not to create the United Nations Charter. C. The invasion of France occurred before the Yalta Conference was held. D. The agreements made at the Yalta Conference did not require Germany to make reparation payments in money.
23	U.S. History	A. The United States Congress passed the Neutrality Acts between 1935 and 1937, before the U.S. entered World War II. B. During the early stages of World War II, the U.S. government placed some foreign-born German and Italian citizens in internment camps. C. The Allied forces invaded France at Normandy in 1944, before the Yalta Conference was held. **D. Correct. The Yalta Conference occurred when Germany was close to being defeated, near the end of the World War II. The atomic bombing of Hiroshima and Nagasaki was one event that contributed to the surrender of Japan during World War II.**
24	U.S. History	A. The two sources do not demonstrate a disagreement on how to defeat the Axis; instead, they discuss ideas for the world, following the end of World War II. B. The Allies agreed that the Axis countries would not need to make reparation payments in the form of money. C. The Allied countries disagreed about the importance of establishing democratic countries. The allied countries of the Soviet Union and the communist forces in China believed in promoting communism instead of democracy. **D. Correct. Following the destruction of World War II, the Allied powers agreed that an international peacekeeping organization was needed to try and prevent future wars and conflicts.**

U.S. History		
Number	**Reporting Category**	**Item Distractor Rationales**
25	U.S. History	A. The writings of the muckrakers did not contribute to public support to go to war. **B. Correct. The writings of the muckrakers brought attention to the political corruption, economic inequalities, and social hardships that many people experienced in urban areas. This increased attention led to an increase in public support for the passage of progressive reforms.** C. The writings of the muckrakers did not lead to the passage of immigration quotas. D. The writings of the muckrakers did not limit the growth of labor unions.
26	U.S. History	A. The Palmer Raids were an attempt to deal with suspected radicals and unrest within the United States, not a foreign enemy. **B. Correct. The Palmer Raids were criticized because many citizens claimed that they violated the constitutional rights of citizens.** C. The Palmer Raids were not an attempt to limit political corruption. D. The Palmer Raids were not an attempt to avoid an economic depression.
27	U.S. History	A. Labor unions striking for better wages was not a significant factor that contributed to the increase in consumerism during the 1920s. B. The implementation of regulations to break up monopolies was not a significant factor that contributed to the increase in consumerism during the 1920s. C. The creation of quotas to restrict immigration was not a factor that contributed to the increase in consumerism during the 1920s. **D. Correct. During the 1920s, many Americans purchased automobiles and household goods using credit and installment plans.**
28	Civics	**A. Correct. The policies of appeasement and isolationism emboldened fascist leaders to become more aggressive because they did not fear a response from Great Britain or the United States.** B. The policies of appeasement and isolationism were not related to the League of Nations or preventing countries from joining. C. The United Nations was formed after the defeat of the fascist countries in World War II, not before the war. D. The policies of appeasement and isolationism did not prevent fascist leaders from creating military alliances with each other. The Axis powers was a military alliance of fascist countries.
29	U.S. History	A. The doctrine of Mutually Assured Destruction (MAD) did not result in the United States and Soviet Union creating a military alliance with each other. B. The doctrine of Mutually Assured Destruction (MAD) did not result in the United States and Soviet Union sharing nuclear technology with each other. **C. Correct. The doctrine of Mutually Assured Destruction (MAD) resulted in both countries continuing to develop more nuclear weapons.** D. The doctrine of Mutually Assured Destruction (MAD) did not result in the United States and Soviet Union signing a free trade agreement with each other.

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ANSWER SHEET

USE NO.2 PENCIL ONLY

SCIENCE

1	Ⓐ	Ⓑ	Ⓒ	Ⓓ	11	Ⓐ	Ⓑ	Ⓒ	Ⓓ
2	TEI				12	Ⓐ	Ⓑ	Ⓒ	Ⓓ
3	TEI				13	Ⓐ	Ⓑ	Ⓒ	Ⓓ
4	Ⓐ	Ⓑ	Ⓒ	Ⓓ	14	Ⓐ	Ⓑ	Ⓒ	Ⓓ
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6	Ⓐ	Ⓑ	Ⓒ	Ⓓ	16	Ⓐ	Ⓑ	Ⓒ	Ⓓ
7	Ⓐ	Ⓑ	Ⓒ	Ⓓ	17	TEI			
8	Ⓐ	Ⓑ	Ⓒ	Ⓓ	18	TEI			
9	Ⓐ	Ⓑ	Ⓒ	Ⓓ					
10	Ⓐ	Ⓑ	Ⓒ	Ⓓ					

STOP

USE NO.2 PENCIL ONLY

U.S. HISTORY

1	Ⓐ	Ⓑ	Ⓒ	Ⓓ	11	Ⓐ	Ⓑ	Ⓒ	Ⓓ	21	Ⓐ	Ⓑ	Ⓒ	Ⓓ
2	Ⓐ	Ⓑ	Ⓒ	Ⓓ	12	Ⓐ	Ⓑ	Ⓒ	Ⓓ	22	Ⓐ	Ⓑ	Ⓒ	Ⓓ
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7	Ⓐ	Ⓑ	Ⓒ	Ⓓ	17	Ⓐ	Ⓑ	Ⓒ	Ⓓ	27	Ⓐ	Ⓑ	Ⓒ	Ⓓ
8	Ⓐ	Ⓑ	Ⓒ	Ⓓ	18	Ⓐ	Ⓑ	Ⓒ	Ⓓ	28	Ⓐ	Ⓑ	Ⓒ	Ⓓ
9	Ⓐ	Ⓑ	Ⓒ	Ⓓ	19	Ⓐ	Ⓑ	Ⓒ	Ⓓ	29	Ⓐ	Ⓑ	Ⓒ	Ⓓ
10	Ⓐ	Ⓑ	Ⓒ	Ⓓ	20	Ⓐ	Ⓑ	Ⓒ	Ⓓ					

STOP

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Periodic Table of the Elements

Group (Family)

Period

Key: atomic weight / Symbol / atomic number / Name

Period	1A 1	2A 2	3B 3	4B 4	5B 5	6B 6	7B 7	8B 8	8B 9	8B 10	1B 11	2B 12	3A 13	4A 14	5A 15	6A 16	7A 17	8A 18
1	1.01 H 1 Hydrogen																	4.00 He 2 Helium
2	6.94 Li 3 Lithium	9.01 Be 4 Beryllium											10.81 B 5 Boron	12.01 C 6 Carbon	14.01 N 7 Nitrogen	16.00 O 8 Oxygen	19.00 F 9 Fluorine	20.18 Ne 10 Neon
3	22.99 Na 11 Sodium	24.31 Mg 12 Magnesium											26.98 Al 13 Aluminum	28.09 Si 14 Silicon	30.97 P 15 Phosphorus	32.06 S 16 Sulfur	35.45 Cl 17 Chlorine	39.95 Ar 18 Argon
4	39.10 K 19 Potassium	40.08 Ca 20 Calcium	44.96 Sc 21 Scandium	47.88 Ti 22 Titanium	50.94 V 23 Vanadium	52.00 Cr 24 Chromium	54.94 Mn 25 Manganese	55.85 Fe 26 Iron	58.93 Co 27 Cobalt	58.69 Ni 28 Nickel	63.55 Cu 29 Copper	65.39 Zn 30 Zinc	69.72 Ga 31 Gallium	72.59 Ge 32 Germanium	74.92 As 33 Arsenic	78.96 Se 34 Selenium	79.90 Br 35 Bromine	83.80 Kr 36 Krypton
5	85.47 Rb 37 Rubidium	87.62 Sr 38 Strontium	88.91 Y 39 Yttrium	91.22 Zr 40 Zirconium	92.91 Nb 41 Niobium	95.94 Mo 42 Molybdenum	(98) Tc 43 Technetium	101.07 Ru 44 Ruthenium	102.91 Rh 45 Rhodium	106.42 Pd 46 Palladium	107.87 Ag 47 Silver	112.41 Cd 48 Cadmium	114.82 In 49 Indium	118.71 Sn 50 Tin	121.75 Sb 51 Antimony	127.60 Te 52 Tellurium	126.91 I 53 Iodine	131.29 Xe 54 Xenon
6	132.91 Cs 55 Cesium	137.33 Ba 56 Barium		178.49 Hf 72 Hafnium	180.95 Ta 73 Tantalum	183.85 W 74 Tungsten	186.21 Re 75 Rhenium	190.23 Os 76 Osmium	192.22 Ir 77 Iridium	195.08 Pt 78 Platinum	196.97 Au 79 Gold	200.59 Hg 80 Mercury	204.38 Tl 81 Thallium	207.2 Pb 82 Lead	208.98 Bi 83 Bismuth	(209) Po 84 Polonium	(210) At 85 Astatine	(222) Rn 86 Radon
7	(223) Fr 87 Francium	(226) Ra 88 Radium		(267) Rf 104 Rutherfordium	(268) Db 105 Dubnium	(271) Sg 106 Seaborgium	(272) Bh 107 Bohrium	(277) Hs 108 Hassium	(276) Mt 109 Meitnerium	(281) Ds 110 Darmstadtium	(280) Rg 111 Roentgenium							

Mass numbers in parentheses are those of the most stable or most common isotope.

Lanthanide Series	138.91 La 57 Lanthanum	140.12 Ce 58 Cerium	140.91 Pr 59 Praseodymium	144.24 Nd 60 Neodymium	(145) Pm 61 Promethium	150.36 Sm 62 Samarium	151.96 Eu 63 Europium	157.25 Gd 64 Gadolinium	158.93 Tb 65 Terbium	162.50 Dy 66 Dysprosium	164.93 Ho 67 Holmium	167.26 Er 68 Erbium	168.93 Tm 69 Thulium	173.04 Yb 70 Ytterbium	174.97 Lu 71 Lutetium
Actinide Series	(227) Ac 89 Actinium	232.04 Th 90 Thorium	231.04 Pa 91 Protactinium	238.03 U 92 Uranium	(237) Np 93 Neptunium	(244) Pu 94 Plutonium	(243) Am 95 Americium	(247) Cm 96 Curium	(247) Bk 97 Berkelium	(251) Cf 98 Californium	(252) Es 99 Einsteinium	(257) Fm 100 Fermium	(258) Md 101 Mendelevium	(259) No 102 Nobelium	(262) Lr 103 Lawrencium

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

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