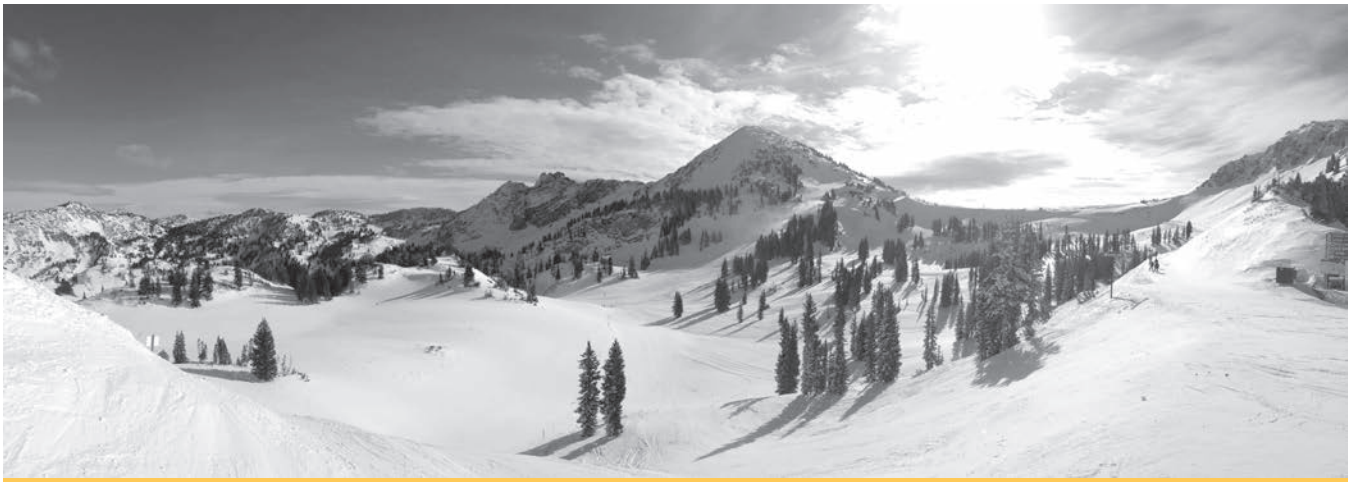
COLORADO TESTS
BY COLORADO TEACHERS

Colorado Measures of Academic Success



Grade 7 Social Studies

Scoring Guide

Practice Resource for Students

1174496 1 2 3 4 5 A B C D E Printed in the USA ISD43770

Copyright © 2027 Colorado Department of Education. All rights reserved. The CDE logo is a trademark of the Colorado Department of Education.

Table of Contents

ITEM INFORMATION 2
Colorado Academic Standards (CAS) Evidence Outcome 2
Standards 2
ITEM TYPES 2
Selected Response (Multiple Choice, Multiple Response, and Fill in the Blank) 2
Technology-Enhanced (Drag and Drop, Inline Choice, Hot Spot, and Match Table Grid) 2
STUDENT PERFORMANCE 2
P Value – Selected Response Only 2
ANSWER KEY: ITEM SET 1 3
Item Set 1 – Question 1 (Selected Response) 3
Item Set 1 – Question 2 (TEI Drag and Drop) 4
Item Set 1 – Question 3 (Selected Response) 5
Item Set 1 – Question 4 (Selected Response) 6
Item Set 1 – Question 5 (TEI Drag and Drop) 7
Item Set 1 – Question 6 (Selected Response) 8
Item Set 1 – Question 7 (TEI Drag and Drop) 9
Item Set 1 – Question 8 (Selected Response) 10
Item Set 1 – Question 9 (Selected Response) 11
Item Set 1 – Question 10 (Multiple Select) 12
Item Set 1 – Question 11 (Fill in the Blank) 13
Item Set 1 – Question 12 (Selected Response) 14
Item Set 1 – Question 13 (Fill in the Blank) 15
Item Set 1 – Question 14 (Selected Response) 16
Item Set 1 – Question 15 (TEI Drag and Drop) 17
Item Set 1 – Question 16 (Selected Response) 18
Item Set 1 – Question 17 (Selected Response) 19
Item Set 1 – Question 18 (TEI Drag and Drop) 20
Item Set 1 – Question 19 (Selected Response) 21
Item Set 1 – Question 20 (Selected Response) 22
Item Set 1 – Question 21 (Selected Response) 23
Item Set 1 – Question 22 (Selected Response) 24
Item Set 1 – Question 23 (Multiple Select) 25

ITEM INFORMATION

Colorado Academic Standards (CAS) Evidence Outcome

Describes the evidence that demonstrates that a student is meeting the grade level expectation at a mastery level.

Refer to https://ed.cde.state.co.us/assessment/cmas_testdesign for more information about Grade Level Expectations (GLEs) and Prepared Graduate Statements (PGs) associated with the CMAS items.

Standards

The reporting category of the associated CAS.

- Social Studies
    - Standards 1 – History
    - Standards 2 – Geography
    - Standards 3 – Economics
    - Standards 4 – Civics
    - Standards 5 – Personal Financial Literacy

ITEM TYPES

Items are questions that appear on the assessments. They are presented in two different ways.

Selected Response (Multiple Choice, Multiple Response, and Fill in the Blank)

For multiple choice and multiple response items, students select a correct answer out of provided choices. For fill in the blank items, students type/write their answer in a blank box.

Technology-Enhanced (Drag and Drop, Inline Choice, Hot Spot, and Match Table Grid)

Students show their answer using technology, such as by creating a bar graph using a template provided by the online testing system or on the paper-based test. Drag and drop items require students to drag answer choices into correct answer bays (draw lines or write corresponding letters for paper-based testing). Inline choice items require students to select their answer from a drop-down menu (circle answer from a list of choices for paper-based testing) to complete a sentence or sentences. Hot spot items require students to select the correct response from its location in an image (write corresponding letters or circle answer for paper-based testing). Match table grid items require students to check checkboxes in cells to indicate a match between the column and row labels.

STUDENT PERFORMANCE

P Value – Selected Response Only

The P value represents the percentage of students who answered each selected response question correctly. For example, if the P value associated with a question is 0.64, then 64% of students responded to the question with the correct answer.

Note: P values are only available for released items (i.e., questions that previously appeared on CMAS assessments administered statewide). Items without this information were developed as sample items.

ANSWER KEY: ITEM SET 1

Item Set 1 – Question 1 (Selected Response)

Study the table.

Saudi-U.S. Trade Relations

Saudi Arabian exports to the United States	United States exports to Saudi Arabia
Oil, organic chemicals, fertilizers, iron and steel products	Vehicles, machinery, optics, and medical instruments

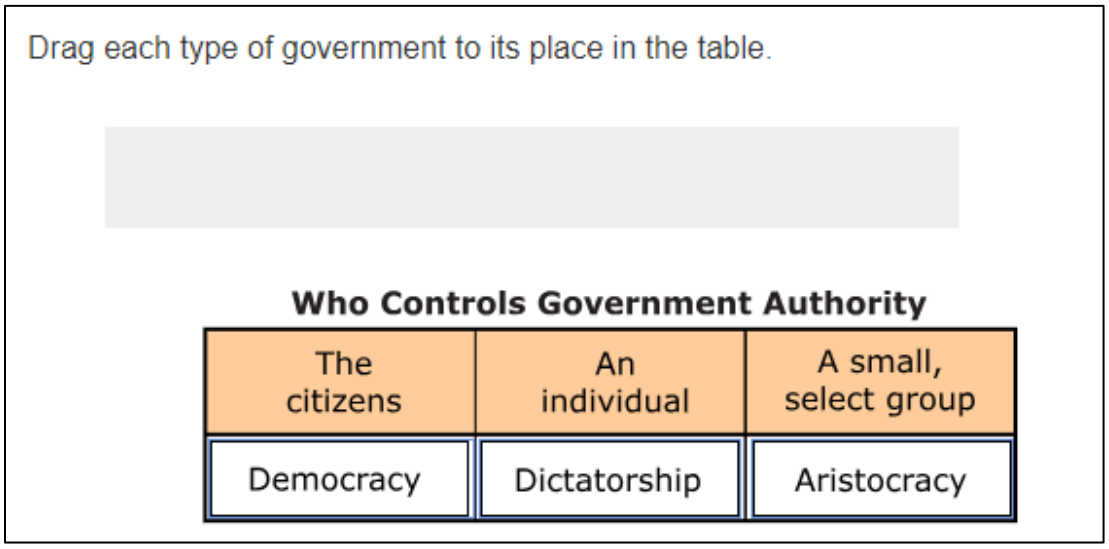
Which statement is **best** supported by the table?

- A. Saudi Arabia is a leading importer of United States agricultural products.
- B. The United States and Saudi Arabia have good diplomatic relations.
- C. The resources of Saudi Arabia make it a valuable trading partner.
- D. Saudi Arabia is a leading exporter of agricultural goods.

Item Information

- Answer – C
- Standard – Economics
- Colorado Academic Standard (CAS) Evidence Outcome – SS.7.3.1.c
    - Explain how trade supply and demand affects the production of goods and services in different regions.
- P Value – 0.407

Item Set 1 – Question 2 (TEI Drag and Drop)



Item Information

- Answer – See Image
- Standard – Civics
- Colorado Academic Standard (CAS) Evidence Outcome – SS.7.4.2.a
    - Explain the origins, functions, and structure of different governments. For example: Dictatorship, totalitarianism, authoritarian, monarchy, democracy, constitutional republic, socialism, fascism, and communism.
- P Value – 0.595

Item Set 1 – Question 3 (Selected Response)

Study the information.

> In Africa, camel caravans loaded with salt still travel the same paths salt caravans have traveled for thousands of years.
>
> A salt caravan starts with workers loading salt that is in brick form onto camels. The people who lead the caravans direct the camels to walk in a line across vast areas of desert. When the caravan reaches a destination city, the salt is taxed, then unloaded as needed, and delivered to other areas.

What does the information describe?

- ○ A. the packaging of salt
- ○ B. the refining of salt
- ◉ C. a salt trade route
- ○ D. a salt mine

Item Information

- Answer – C
- Standard – Economics
- Colorado Academic Standard (CAS) Evidence Outcome – SS.7.3.1.c
    - Explain how trade supply and demand affects the production of goods and services in different regions.
- P Value – 0.733

Item Set 1 – Question 4 (Selected Response)

Read the passage and answer the question.

> The European Union (EU) was established to strengthen the economic and political ties among member countries. Some of the ways the EU accomplishes this is by promoting free trade between member countries, assisting member countries in economic crisis, and regulating the euro, Europe's common currency.
>
> In 1986, Portugal joined the European Union. Since the global economic crisis of 2008, Portugal's economy has been close to collapsing. By 2013, Portugal's economic situation appeared to be improving.

Based on this information, what is one way the European Union helped Portugal during its economic crisis?

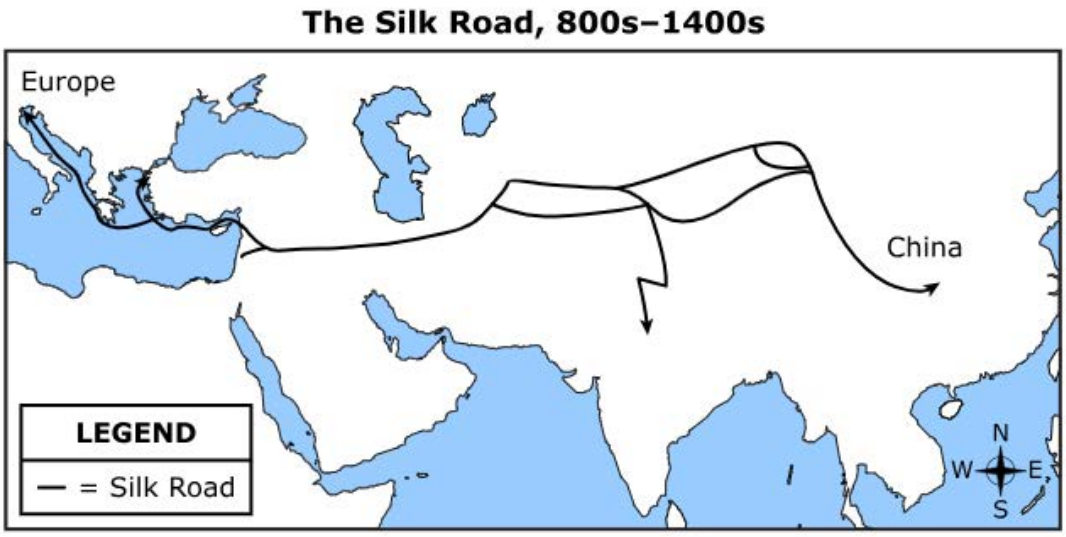
- (●) A. The European Union provided financial assistance to Portugal.
- ( ) B. The European Union provided troops to protect Portugal's banks.
- ( ) C. The European Union increased taxes on imports received by Portugal.
- ( ) D. The European Union appointed new political leaders to govern Portugal.

Item Information

- Answer – A
- Standard – Civics
- Colorado Academic Standard (CAS) Evidence Outcome – SS.7.4.2.c
    - Investigate examples of collaboration and interdependence between international organizations and countries. For example: The protection of human rights; the role of non-governmental organizations (NGOs), the Red Cross, World Health Organization, and United Nations Educational, Scientific, and Cultural Organization (UNESCO).
- P Value – 0.583

Item Set 1 – Question 5 (TEI Drag and Drop)

Study the map.



Select and drag a statement to complete the table.

Early Effect of the Trade Route Shown on the Map	Chinese technology was introduced to Europe.

Navigation improved through use of the telescope.

Crop rotation increased food production.

China defeated the Mongol invasion.

Item Information

- Answer – See Image
- Standard – History
- Colorado Academic Standard (CAS) Evidence Outcome – SS.7.1.1.a
    - Analyze primary and secondary sources to explain the interdependence and uniqueness among peoples in the Eastern Hemisphere, including their influence on modern society.
- P Value – 0.556

Item Set 1 – Question 6 (Selected Response)

Read the information.

> The United Nations Economic Commission for Africa (UNECA) promotes economic cooperation among African nations. The commission works to increase investment in all areas of economic development: agriculture, industry, and transportation networks. The commission also encourages participation in large regional markets.

Which of these activities would **most likely** be encouraged by the UNECA?

- A. selling military equipment to countries in Africa
- B. constructing international highways in Africa
- C. importing goods from Europe to Africa
- D. taxing small businesses in Africa

Item Information

- Answer – B
- Standard – Civics
- Colorado Academic Standard (CAS) Evidence Outcome – SS.7.4.2.b
    - Evaluate and analyze how various governments and organizations interact, resolve their differences, and cooperate. For example: The African Union (AU), the Association of Southeast Asian Nations (ASEAN), the United Nations, the World Bank, international treaties, and diplomacy.
- P Value – 0.336

Item Set 1 – Question 7 (TEI Drag and Drop)

Study the information.



Roman aqueduct in Segovia, Spain

The Roman Empire constructed aqueducts to supply water to Rome and to cities in its territories. An aqueduct is a bridge or trough for water; the Romans constructed them from brick, stone, or concrete. Some aqueducts were underground, and others were on arched bridges built at a slight angle so that water could flow over uneven ground.

Select and drag each effect of the Roman aqueducts to its place in the table.

Uses for Freshwater	Effects of Aqueducts
• to irrigate crops during dry seasons • to remove rock and dirt during mining	to support work
• to provide fresh water for use in the home • to remove wastewater	to reduce the likelihood of diseases
• to supply fountains throughout the city • to supply public baths where Romans had social gatherings	to provide citizens with enjoyment

Item Information

- Answer – See Image
- Standard – History
- Colorado Academic Standard (CAS) Evidence Outcome – SS.7.1.2.b
    - Investigate and evaluate the social, political, cultural, and technological development of regions in the Eastern Hemisphere. For example: The river valley civilizations, Hammurabi's Code, Greek democracy, the Roman Republic, the Chinese inventions of gunpowder and the compass, and the printing press.
- P Value – 0.6481

Item Set 1 – Question 8 (Selected Response)

In which activity does the U.S. government require **most** adult citizens to participate?

- ○ A. attending legislative hearings
- ○ B. serving in the military
- ○ C. voting in elections
- ◉ D. serving on juries

Item Information

- Answer – D
- Standard – Civics
- Colorado Academic Standard (CAS) Evidence Outcome – SS.7.4.1.a
    - Describe civic virtues and principles that guide governments and societies. For example: Citizenship, civic participation, and rule of law.
- P Value – 0.2326

Item Set 1 – Question 9 (Selected Response)

Study the tables.

Top World Oil Producers, 2011 (thousand barrels per day)

Rank	Country	Production
1	Saudi Arabia	11,153
2	Russia	10,229
3	United States	10,136
4	China	4,289

Top World Oil Consumers, 2011 (thousand barrels per day)

Rank	Country	Consumption
1	United States	18,949
2	China	9,810
3	Japan	4,464
4	India	3,360

Source: Environmental Protection Agency

Which conclusion can be made based on the data in the tables?

A. The United States consumption of oil is higher than its production of oil.

B. Chinese production of oil is higher than its consumption of oil.

C. Saudi Arabian consumption of oil is the highest in the world.

D. The Indian consumption of oil is the lowest in the world.

Item Information

- Answer – A
- Standard – Geography
- Colorado Academic Standard (CAS) Evidence Outcome – SS.7.2.1.a
    - Use maps and geographic tools to find patterns in human systems and/or physical features to investigate and propose a solution to geographic problems.
- P Value – 0.774

Item Set 1 – Question 10 (Multiple Select)

Read the text.

Ibn Battuta (AD 1304–1369) was a medieval explorer from Morocco who is known for writing about his travels.

I went to the city of **Aden**[1], which is **situated**[2] on the sea-shore. This is a large city, but without either seed, water, or tree. They have, however, reservoirs, in which they collect the rain-water for drinking. Some rich merchants reside here: and vessels from India occasionally arrive here. The inhabitants are modest and religious.

"The Travels of Ibn Batutta" translated by Reverend Samuel Lee — Public Domain

[1] **Aden**—a city on the Arabian Peninsula

[2] **situated**—located

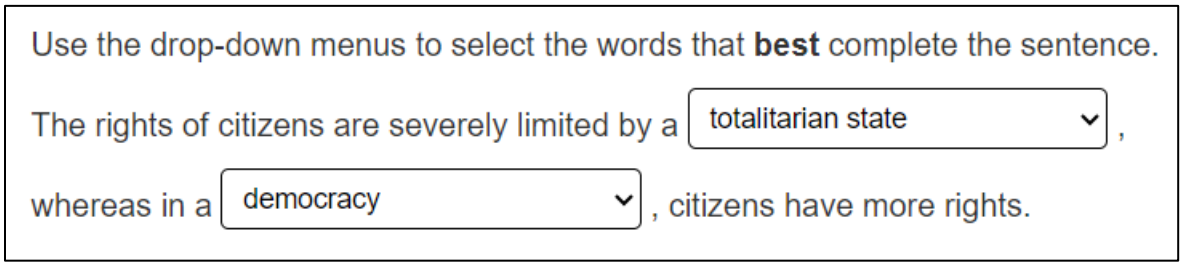
Based on the text, which observations of Aden did Ibn Battuta make? Select **three** answers.

- [x] A. natural resources
- [ ] B. government type
- [x] C. culture
- [ ] D. history
- [x] E. trade

Item Information

- Answer – A, C, E
- Standard – History
- Colorado Academic Standard (CAS) Evidence Outcome – SS.7.1.1.b
    - Examine primary and secondary sources from multiple and diverse perspectives to identify point of view using art, eyewitness accounts, letters and diaries, artifacts, historical sites, charts, graphs, diagrams, and written texts.
- P Value – 0.5002

Item Set 1 – Question 11 (Fill in the Blank)



Item Information

- Answer – See Image
- Standard – Civics
- Colorado Academic Standard (CAS) Evidence Outcome – SS.7.4.2.a
    - Explain the origins, functions, and structure of different governments. For example: Dictatorship, totalitarianism, authoritarian, monarchy, democracy, constitutional republic, socialism, fascism, and communism.
- P Value – 0.187

Item Set 1 – Question 12 (Selected Response)

Read this passage.

Physical Environment of Japan

> Japan is a small island country with an area of 377,915 square kilometers. In comparison, the United States has a total land area of 9,826,675 square kilometers. The land of Japan is largely mountainous. Due to this rugged terrain, very little of the land can be used for farming. Japan has one of the largest fishing fleets in the world. As a result, fishing is an important part of the economy. Japan has almost no natural resources, such as oil or natural gas, and there are few mineral deposits.

Based on this passage, how does the physical environment of Japan influence the economy?

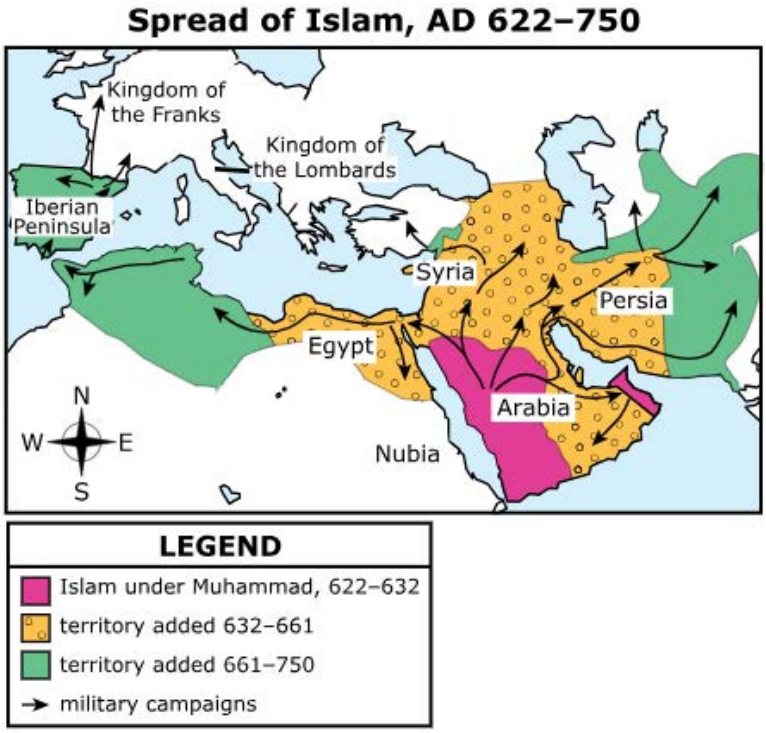
- A. Factories process many types of agricultural products.
- B. Businesses must expand into rural areas.
- C. Mining provides many jobs to citizens.
- D. Companies must import fuel.

Item Information

- Answer – D
- Standard – Geography
- Colorado Academic Standard (CAS) Evidence Outcome – SS.7.2.1.b
  - Collect, classify, and analyze data to make geographic inferences and predictions.
- P Value – 0.338

Item Set 1 – Question 13 (Fill in the Blank)

Study the map.



According to the map, Arabian military campaigns spread Islam to [Persia] . Islam spread to Egypt before reaching [the Iberian Peninsula] .

Item Information

- Answer – See Image
- Standard – History
- Colorado Academic Standard (CAS) Evidence Outcome – SS.7.1.1.a
    - Analyze primary and secondary sources to explain the interdependence and uniqueness among peoples in the Eastern Hemisphere, including their influence on modern society.
- P Value – 0.4936

Item Set 1 – Question 14 (Selected Response)

Which event would **most likely** cause a decrease in consumer demand for large automobiles?

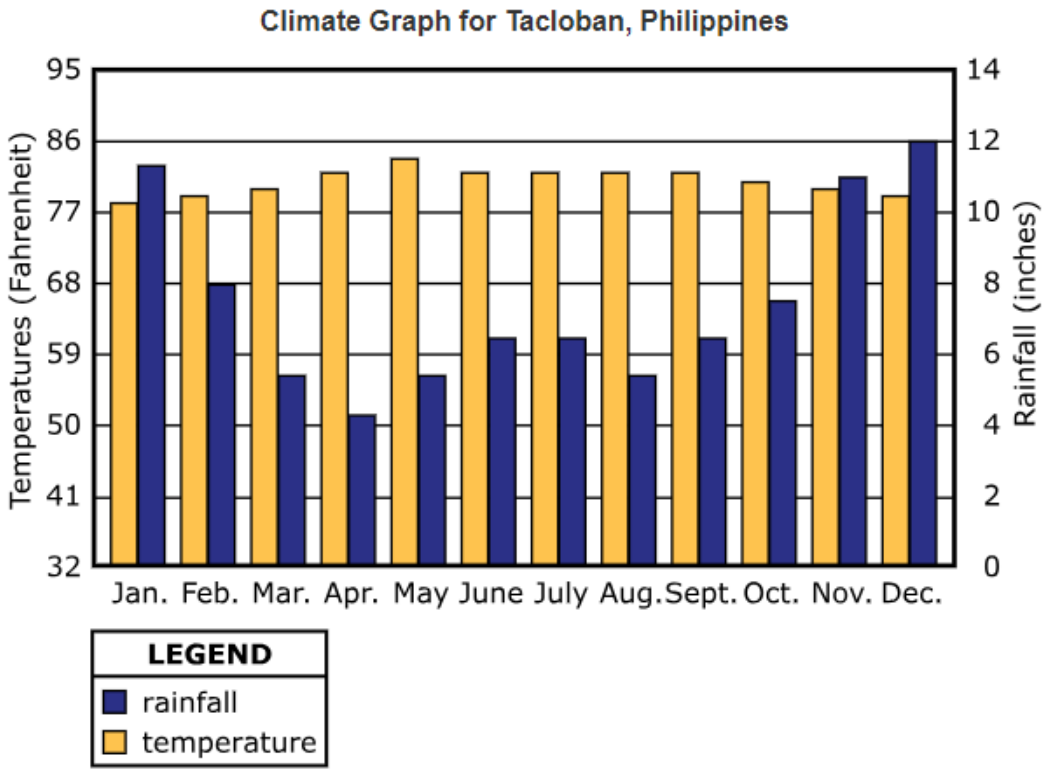
- A. an increase in consumer income
- B. an increase in the price of fuel
- C. a decrease in steel production
- D. a decrease in the price of tires

Item Information

- Answer – B
- Standard – Personal Financial Literacy
- Colorado Academic Standard (CAS) Evidence Outcome – SS.7.5.1.b
    - Summarize how the distribution of resources impacts consumerism.
- P Value – 0.684

Item Set 1 – Question 15 (TEI Drag and Drop)

Study the graph.



Drag the **two** months with the **most** rainfall into the box.

Months with Most Rainfall

January | December

May | July | August

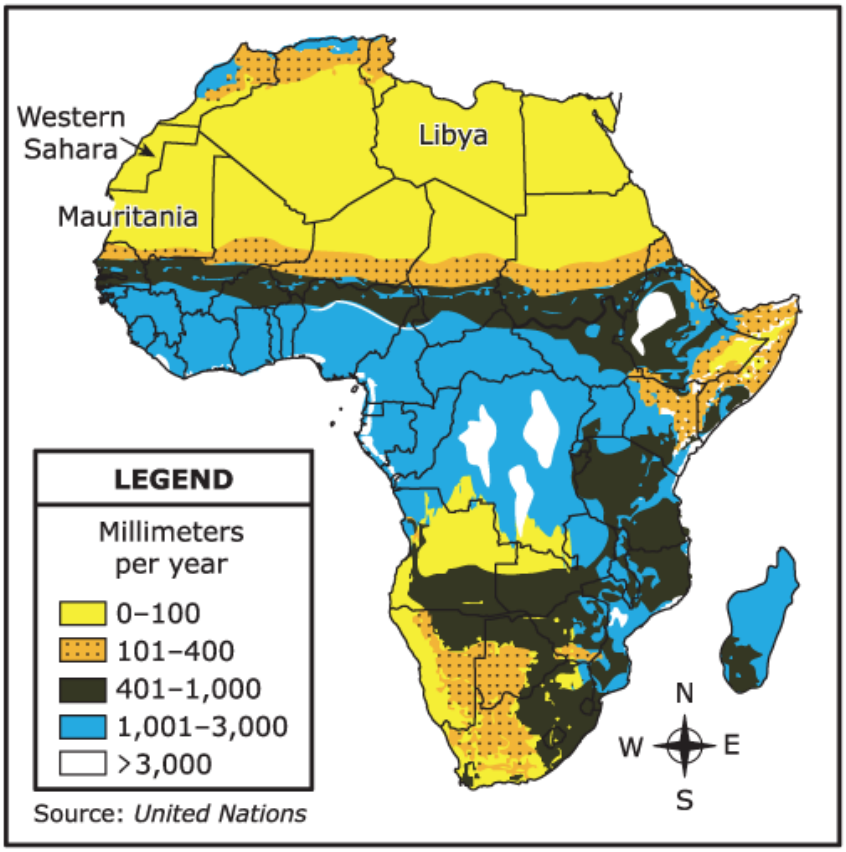
Item Information

- Answer – See Image
- Standard – Geography
- Colorado Academic Standard (CAS) Evidence Outcome – SS.7.2.1.b
  - Collect, classify, and analyze data to make geographic inferences and predictions.
- P Value – 0.95

Item Set 1 – Question 16 (Selected Response)

Study the map.

Average Annual Precipitation in Africa



Based on the information in the map, which condition is **most likely** to affect the nations of Mauritania, Libya, and Western Sahara?

- A. snow storms
- B. thick fog
- C. flooding
- D. drought

Item Information

- Answer – D
- Standard – Geography
- Colorado Academic Standard (CAS) Evidence Outcome – SS.7.2.2.b
    - Examine the geographic location and distribution of resources within a region to determine the economic and social impact on its people. For example: Middle Eastern water rights, the acceptance of refugees from other countries, and the Salt Trade.
- P Value – 0.664

Item Set 1 – Question 17 (Selected Response)

Read the text.

> In the Byzantine Empire, there was no distinct line between the religious and the nonreligious. The people were to recognize the authority of both the church and the empire. This was illustrated every time the head of the Eastern Orthodox Church crowned the emperor.

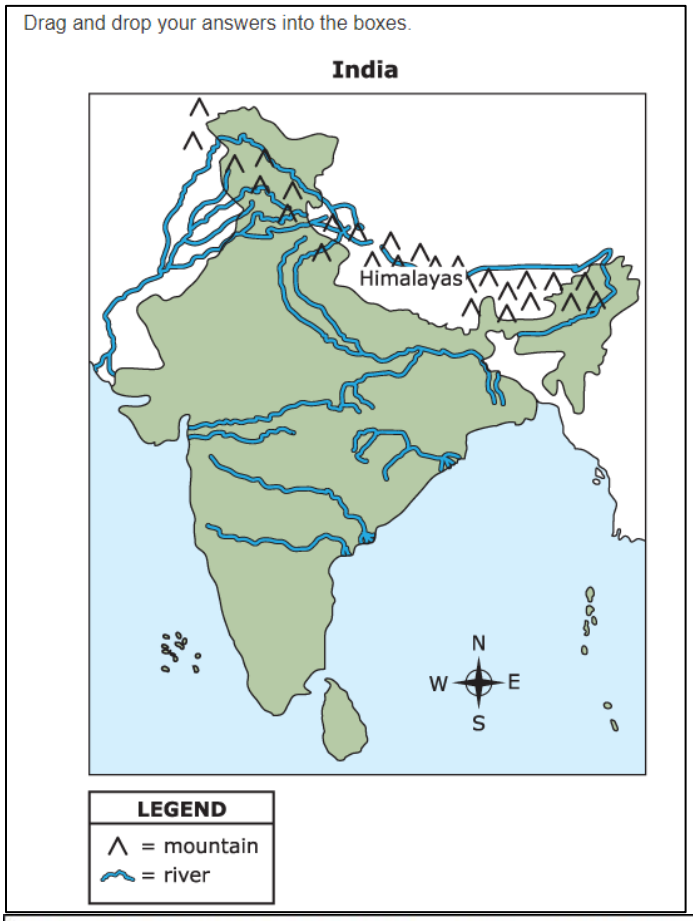
Based on the text, which question would be **most** useful when researching the political system of the Byzantine Empire?

- (●) A. How were religion and government connected in the Byzantine Empire?
- ( ) B. How did various religious beliefs empower the Byzantine government?
- ( ) C. How did foreign religious leaders influence the Byzantine government?
- ( ) D. How were religion and government honored in the Byzantine Empire?

Item Information

- Answer – A
- Standard – History
- Colorado Academic Standard (CAS) Evidence Outcome – SS.7.1.1.b
    - Examine primary and secondary sources from multiple and diverse perspectives to identify point of view using art, eyewitness accounts, letters and diaries, artifacts, historical sites, charts, graphs, diagrams, and written texts.
- P Value – 0.4

Item Set 1 – Question 18 (TEI Drag and Drop)



Complete the table by dragging the **four** phrases to their correct places.

Geography of India

Geographic Feature	Advantages for the Civilizations of Ancient India
Mountain ranges to the north	protection from foreign attacks
Large river systems flowing from the mountains to the ocean	valleys with fertile soil for farming convenient routes for trade and travel
Heavy summer storms blowing in from the ocean	rainfall to grow crops

Item Information

- Answer – See Image
- Standard – Geography
- Colorado Academic Standard (CAS) Evidence Outcome – SS.7.2.1.d
    - Interpret maps to make inferences and predictions.
- P Value – 0.5934

Item Set 1 – Question 19 (Selected Response)

Which statement describes citizen participation in the direct democracy of ancient Athens?

- ○ A. The citizens elected a group of representatives to create laws.
- ○ B. All citizens elected a single leader to make laws.
- ○ C. The wealthiest citizens voted on proposed laws.
- ◉ D. All citizens voted on proposed laws.

Item Information

- Answer – D
- Standard – History
- Colorado Academic Standard (CAS) Evidence Outcome – SS.7.1.2.b
    - Investigate and evaluate the social, political, cultural, and technological development of regions in the Eastern Hemisphere. For example: The river valley civilizations, Hammurabi's Code, Greek democracy, the Roman Republic, the Chinese inventions of gunpowder and the compass, and the printing press.
- P Value – 0.319

Item Set 1 – Question 20 (Selected Response)

Study the photo.



The remains of Mohenjo-daro, a city built in Pakistan in about 2500 BC

Based on the photo, how did the environment of Pakistan **most likely** contribute to the way of life of people in Mohenjo-daro?

- A. It allowed their society to construct buildings that led to the development of a permanent settlement.
- B. It allowed for the practice of agriculture by providing land for the construction of irrigation canals.
- C. It allowed for the construction of buildings that could resist earthquakes and erosion.
- D. It allowed their society to trade by providing materials for the construction of roads.

Item Information

- Answer – A
- Standard – Geography
- Colorado Academic Standard (CAS) Evidence Outcome – SS.7.2.2.b
    - Examine the geographic location and distribution of resources within a region to determine the economic and social impact on its people. For example: Middle Eastern water rights, the acceptance of refugees from other countries, and the Salt Trade.
- P Value – 0.5918

Item Set 1 – Question 21 (Selected Response)

Read the information.

During the 1500s, Portugal established a trade agreement with the West African Kingdom of Kongo. This letter from King Alfonso I of Kongo to King João III of Portugal addresses trade relations between the two kingdoms.

> Sir, Your Highness should know how our Kingdom is being lost in so many ways . . . since this is caused by the excessive freedom given . . . merchants who are allowed to come to this Kingdom to set up shops with goods . . . prohibited by us, and which they spread throughout our Kingdoms . . . so it is doing a great harm. . . .
>
> — King Alfonso I, 1526

Which question should be asked in order to determine the accuracy of this account?

A. How did this letter get from Portugal to the Kingdom of Kongo?

B. What impact did this letter have on trade relations?

C. How consistent is this letter with other sources?

D. When was this letter translated into English?

Item Information

- Answer – C
- Standard – History
- Colorado Academic Standard (CAS) Evidence Outcome – SS.7.1.1.b
    - Examine primary and secondary sources from multiple and diverse perspectives to identify point of view using art, eyewitness accounts, letters and diaries, artifacts, historical sites, charts, graphs, diagrams, and written texts.
- P Value – 0.269

Item Set 1 – Question 22 (Selected Response)

Which group was allowed to be citizens in the ancient city-states Athens and Sparta?

- A. foreign merchants
- B. land-owning men
- C. artisans
- D. serfs

Item Information

- Answer – B
- Standard – Civics
- Colorado Academic Standard (CAS) Evidence Outcome – SS.7.4.1.a
    - Describe civic virtues and principles that guide governments and societies. For example: Citizenship, civic participation, and rule of law.
- P Value – 0.486

Item Set 1 – Question 23 (Multiple Select)

Read the information.

> Benefits of the ocean:
>
> - Water absorbs carbon dioxide and heat from the atmosphere
> - People can scuba dive and enjoy other tourist activities
> - Minerals can be extracted from the sea floor
> - Goods can be transported long distances
> - Plankton add oxygen to the air

Based on the information, what are **three economic** uses of the oceans?

- [ ] A. temperature regulation
- [x] B. mining opportunities
- [x] C. cargo shipping
- [ ] D. air purification
- [x] E. recreation

Item Information

- Answer – B, C, E
- Standard – Personal Financial Literacy
- Colorado Academic Standard (CAS) Evidence Outcome – SS.7.5.1.a
  - Define resources from an economic and personal finance perspective.
- P Value – 0.2784