

# Colorado Measures of Academic Success



# Grade 4 Social Studies Scoring Guide

Practice Resource for Students



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## 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 [http://cde.state.co.us/assessment/cmas\\_testdesign](http://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.

### *Standard*

The reporting category of the associated CAS.

- Social Studies
  - Subclaim 1 – History
  - Subclaim 2 – Geography
  - Subclaim 3 – Economics
  - Subclaim 4 – Civics
  - Subclaim 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 map of Colorado.



In which grid is Mesa Verde National Park located?

- A. A3
- B. A4
- C. B3
- D. B4

Item Information		
Answer	A	
Standard	Geography	
Colorado Academic Standard (CAS) Evidence Outcome	SS.4.2.1.b	Use geographic grids, including latitude and longitude, to locate places and answer questions about maps and images of Colorado.
P Value	0.928	

Item Set 1 – Question 2 (Selected Response)

Which sentence is an example of an economic choice?

- A. A student is given a small allowance every week for doing work at home.
- B. A teenager does not have enough money to open a bank account.
- C. A teenager does not have enough money to go to a movie.
- D. A student buys an eraser rather than a notebook.

Item Information		
Answer	D	
Standard	Personal Financial Literacy	
Colorado Academic Standard (CAS) Evidence Outcome	SS.4.5.1.a	Define choice and opportunity cost.
P Value	0.467	

Government has different responsibilities at the national, state, and local levels.

Complete the table by dragging the action into the government branch responsible for that action.

### Responsibilities of Different Levels of Government

Local	State	Federal
Operating a fire department	Issuing a driver's license	Printing money

### Government Actions



Item Information		
Answer	See Image	
Standard	Civics	
Colorado Academic Standard (CAS)	SS.4.4.2.d	Describe how the decisions of the state government affect local governments and interact with the federal government and sovereign indigenous nations.
Evidence Outcome		
P Value	0.32	

Item Set 1 – Question 4 (Fill in the Blank)

Which sentence describes an economic incentive?

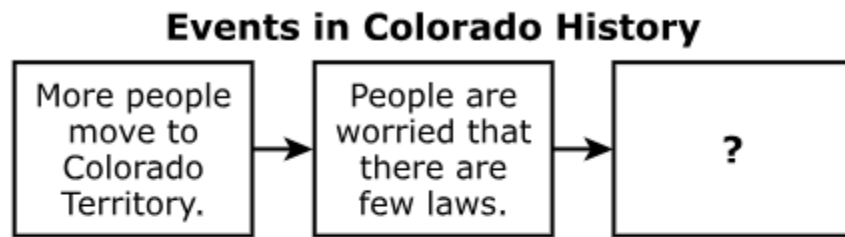
A boy gets paid \$1.00 to clean his room.

**Item Information**

Answer	See Image	
Standard	Economics	
Colorado Academic Standard (CAS) Evidence Outcome	SS.4.3.1.a	Define positive and negative economic incentives and describe how people typically respond to those incentives.
P Value	0.303	



Study the diagram.



Which event completes this diagram?

- A. The federal government sends lawyers.
- B. The federal government buys land.
- C. A state constitution is written.
- D. State borders are changed.

Item Information		
Answer	C	
Standard	Civics	
Colorado Academic Standard (CAS) Evidence Outcome	SS.4.4.2.a	Explain the historical foundation and events that led to the Colorado Constitution and the formation of the three branches of Colorado government.
P Value	0.503	

Item Set 1 – Question 6 (Selected Response)

Read the text.

A report from the U.S. government claims that up to 70% of roads in Colorado are in poor condition.

Which is the **best** action that the state could take to solve the problem?

- A. The legislature could pass a law requiring people to ride their bikes to work.
- B. The governor could hold a press conference about transportation issues.
- C. The governor could encourage carmakers to create driverless cars.
- D. The legislature could increase spending on transportation projects.

Item Information		
Answer	D	
Standard	Civics	
Colorado Academic Standard (CAS) Evidence Outcome	SS.4.4.1.a	Give examples of issues faced by the state of Colorado and develop possible solutions.
P Value	0.277	

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

Drag the important events in Colorado history to their date on the time line.

1776                      1858                      1861                      1876

The United States becomes a country.

Gold is found in Colorado.

The Civil War begins.

Colorado becomes a state.

Spain claims the territory of Colorado.

Item Information		
Answer	See Image	
Standard	History	
Colorado Academic Standard (CAS) Evidence Outcome	SS.4.1.2.b	Explain the relationship between major events in Colorado history and events in United States history during the same era. Including but not limited to: Colorado statehood, the Ludlow and Sand Creek Massacres, creation of national parks in Colorado, the Great Depression, the Dust Bowl, Amaché, Chicano movement, and busing in Denver.
P Value	0.279	

Item Set 1 – Question 8 (Selected Response)

Read the scenario and answer the question.

A person is trying to decide whether or not to accept a job offer. The new job pays more money, but the new office is thirty minutes farther from home.

If the person accepts the job offer, which statement is correct?

- A. The economic incentive for this decision is cheaper health insurance.
- B. The opportunity cost of this decision is the time now spent driving.
- C. The financial risk of this decision is giving up the old job.
- D. The benefit of this decision is paying lower income taxes.

Item Information		
Answer	B	
Standard	Personal Financial Literacy	
Colorado Academic Standard (CAS)	SS.4.5.1.c	Analyze scenarios of choices including opportunity cost.
Evidence Outcome		
P Value	0.579	

Item Set 1 – Question 9 (TEI Drag and Drop)

Read each speaker box.

Each speaker is looking for a service from the Colorado state government.

Choose the state department that would be most helpful for each speaker and drag the state department to the correct speaker box.

**Speaker 1**

I am opening a new restaurant and want to make sure my food is safe.

Department of Public Health and Environment

**Speaker 2**

I need information about paying my state taxes.

Department of Revenue

**Speaker 3**

I want to know the laws about selling the eggs from my farm.

Department of Agriculture

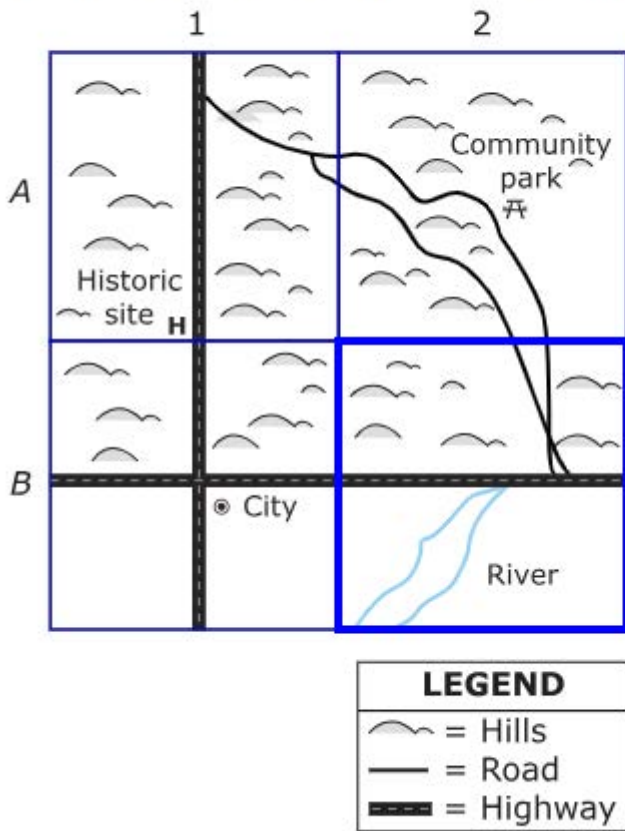
**Item Information**

Answer	See Image	
Standard	Civics	
Colorado Academic Standard (CAS) Evidence Outcome	SS.4.4.2.c	Identify and explain the services the state government provides and how those services are funded.
P Value	0.527	

Item Set 1 – Question 10 (TEI Hot Spot)

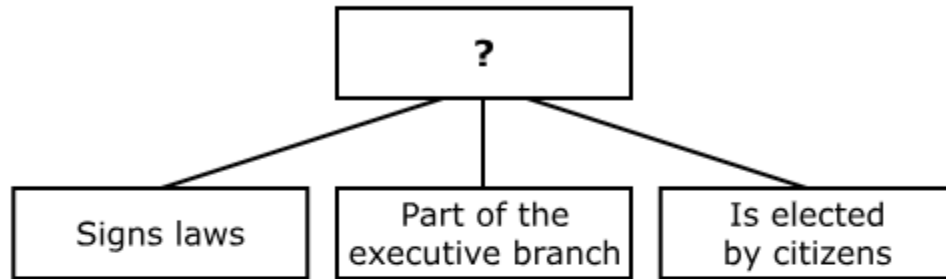
Study the map.

Locate the grid on the map that is **most likely** to attract fishermen.



Item Information		
Answer	See Image	
Standard	Geography	
Colorado Academic Standard (CAS) Evidence Outcome	SS.4.2.1.b	Use geographic grids, including latitude and longitude, to locate places and answer questions about maps and images of Colorado.
P Value	0.859	

Study the diagram.



Which leader correctly replaces the question mark?

- A. Judge
- B. Senator
- C. Governor
- D. Representative

Item Information		
Answer	C	
Standard	Civics	
Colorado Academic Standard (CAS) Evidence Outcome	SS.4.4.2.b	Identify and explain a variety of roles leaders, citizens, and others play in state government.
P Value	0.606	

Item Set 1 – Question 12 (Selected Response)

Which choice **best** describes a negative economic incentive?

- A. giving your friend money for a present
- B. paying a fine for a late library book
- C. buying a pencil at the school store
- D. getting a free toy in your cereal

Item Information		
Answer	B	
Standard	Economics	
Colorado Academic Standard (CAS) Evidence Outcome	SS.4.3.1.a	Define positive and negative economic incentives and describe how people typically respond to those incentives.
P Value	0.568	



Item Set 1 – Question 13 (Selected Response)

Which action is a responsibility of state government?

- A. building highways
- B. building libraries
- C. making treaties
- D. making goods

Item Information		
Answer	A	
Standard	Civics	
Colorado Academic Standard (CAS) Evidence Outcome	SS.4.4.2.c	Identify and explain the services the state government provides and how those services are funded.
P Value	0.375	

Item Set 1 – Question 14 (Selected Response)

Study the chart.

**Selected Leading Products from Colorado**

Rank	Product Name
1	beef, fresh
2	medical and dental instruments
3	engines and engine parts
8	beef, frozen
10	leather products
13	oil used to make gasoline

The chart shows some of the leading products from Colorado. What do the products in the chart suggest about Colorado?

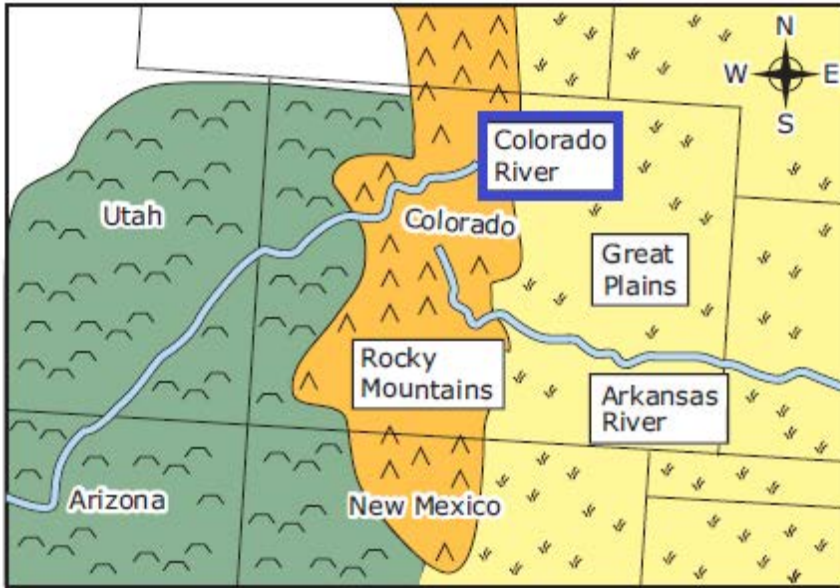
- A. Colorado has jobs in agriculture and in manufacturing.
- B. Most people in Colorado live in rural areas.
- C. Most people in Colorado work in factories.
- D. Colorado has a growing population.

**Item Information**

Answer	A	
Standard	Economics	
Colorado Academic Standard (CAS) Evidence Outcome	SS.4.3.1.d	Explain how productive resources (natural, human, and capital) have influenced the types of goods produced and services provided in Colorado.
P Value	0.322	

Study the map.

Select the geographic feature that helps ranchers in Colorado as well as ranchers in Utah and Arizona.



**Item Information**

Answer	See Image	
Standard	Geography	
Colorado Academic Standard (CAS) Evidence Outcome	SS.4.2.1.e	Describe similarities and differences between the physical geography of Colorado and its neighboring states.
P Value	0.4517	

Item Set 1 – Question 16 (Selected Response)

Which option **best** defines opportunity cost?

- A. something that increases the possibility that something bad will happen
- B. the value of something we give up in order to get something else
- C. when people want more of something than is available
- D. something that makes a person work harder

Item Information		
Answer	B	
Standard	Personal Financial Literacy	
Colorado Academic Standard (CAS)	SS.4.5.1.a	Define choice and opportunity cost.
Evidence Outcome		
P Value	0.647	

Item Set 1 – Question 17 (Selected Response)

Who leads the Executive Branch of the Colorado State Government?

- A. state representative
- B. secretary of state
- C. chief justice
- D. governor

Item Information		
Answer	D	
Standard	Civics	
Colorado Academic Standard (CAS) Evidence Outcome	SS.4.4.2.a	Explain the historical foundation and events that led to the Colorado Constitution and the formation of the three branches of Colorado government.
P Value	0.5528	

Item Set 1 – Question 18 (TEI Multiple Select)

For each Colorado resource, select the good that is produced.

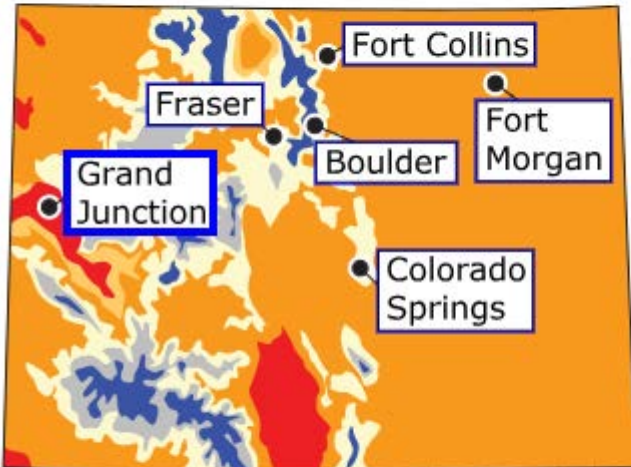
	Energy	Food	Jewelry
Coal	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Silver	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Wheat	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Item Information		
Answer	See Image	
Standard	Economics	
Colorado Academic Standard (CAS) Evidence Outcome	SS.4.3.1.d	Explain how productive resources (natural, human, and capital) have influenced the types of goods produced and services provided in Colorado.
P Value	0.884	

Study the map.

Select the city **most** in need of irrigation to provide water for crops.

**Colorado Average Annual Rainfall and Snowfall, 1971-2000**



LEGEND	
Precipitation in inches	
<span style="color: red;">■</span> Under 10	<span style="background-color: grey;">■</span> 40 to 55
<span style="background-color: orange;">■</span> 10 to 25	<span style="background-color: blue;">■</span> Above 55
<span style="background-color: yellow;">■</span> 25 to 40	

Item Information		
Answer	See Image	
Standard	Geography	
Colorado Academic Standard (CAS) Evidence Outcome	SS.4.2.2.a	Describe how the physical environment provides opportunities for and places constraints on human activities.
P Value	0.629	

Item Set 1 – Question 20 (Selected Response)

In which way did Spanish settlers improve the San Luis Valley for settlement?

- A. They built railroads through the valley.
- B. They built irrigation for farming.
- C. They built mines in the region.
- D. They built homes in the cliffs.

Item Information		
Answer	B	
Standard	History	
Colorado Academic Standard (CAS) Evidence Outcome	SS.4.1.1.d	Identify and describe how political and cultural groups have affected the development of the region. Including but not limited to: African American, Latino, Asian American, Indigenous Peoples, religious groups, and European settlers.
P Value	0.2598	



Item Set 1 – Question 21 (Selected Response)

Which document did voters in Colorado have to approve before they could have representation in the U.S. government?

- A. the Declaration of Independence
- B. the Colorado Constitution
- C. the U.S. Constitution
- D. the Homestead Act

Item Information		
Answer	B	
Standard	Civics	
Colorado Academic Standard (CAS) Evidence Outcome	SS.4.4.2.a	Explain the historical foundation and events that led to the Colorado Constitution and the formation of the three branches of Colorado government.
P Value	0.359	

Item Set 1 – Question 22 (Selected Response)

Which of the following is the main job of the legislative branch of Colorado state government?

- A. to decide if a person has broken a state law
- B. to approve or veto new state laws
- C. to explain state laws to citizens
- D. to make laws for the state

Item Information		
Answer	D	
Standard	Civics	
Colorado Academic Standard (CAS) Evidence Outcome	SS.4.4.2.a	Explain the historical foundation and events that led to the Colorado Constitution and the formation of the three branches of Colorado government.
P Value	0.4314	

Item Set 1 – Question 23 (Selected Response)

Study the information.

A boy spends his money on a book rather than a game.

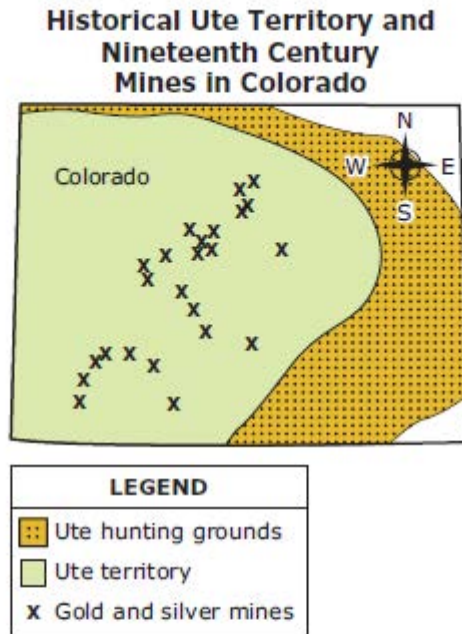
The game is an example of which economic idea?

- A. positive incentive
- B. opportunity cost
- C. economic need
- D. store credit

Item Information		
Answer	B	
Standard	Personal Financial Literacy	
Colorado Academic Standard (CAS) Evidence Outcome	SS.4.5.1.c	Analyze scenarios of choices including opportunity cost.
P Value	0.33	

Item Set 1 – Question 24 (Selected Response)

Study the map.



How did the gold and silver mines shown on the map **most likely** affect the Utes living in Colorado?

- A. The Utes became famous for making gold and silver jewelry.
- B. The Utes came into close contact with miners.
- C. The Utes prevented mining in their territory.
- D. The Utes lost their eastern hunting grounds.

Item Information		
Answer	B	
Standard	History	
Colorado Academic Standard (CAS) Evidence Outcome	SS.4.1.1.c	Explain, through multiple perspectives, the human interactions among people and cultures that are indigenous to or migrated to present-day Colorado. Including but not limited to: historic tribes of Colorado, the Ute Mountain Ute, Southern Ute, Spanish explorers, trappers, and traders.
P Value	0.451	

Item Set 1 – Question 25 (TEI Drag and Drop)

Drag **two** incentives into each box.

Positive Incentives	Negative Incentives
a prize in a reading contest	a fee for a late library book
a reward for finding a lost dog	a fine for throwing trash on the ground

Item Information		
Answer	See Image	
Standard	Economics	
Colorado Academic Standard (CAS) Evidence Outcome	SS.4.3.1.a	Define positive and negative economic incentives and describe how people typically respond to those incentives.
P Value	0.851	