



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 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 three 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

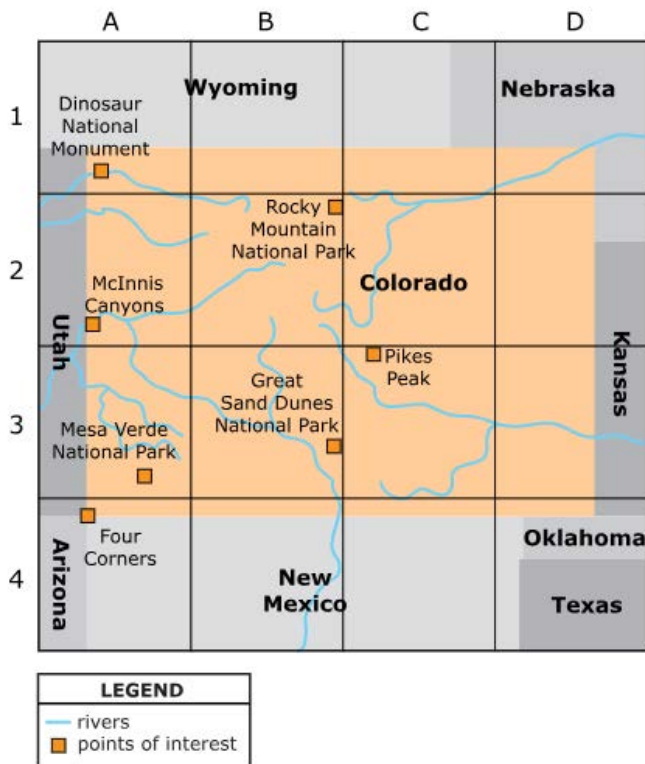
The P value represents the percentage of students who answered each selected response question correctly. For example, if the P value associated with a question is 0.64, then 64% of students responded to the question with the correct answer.

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

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

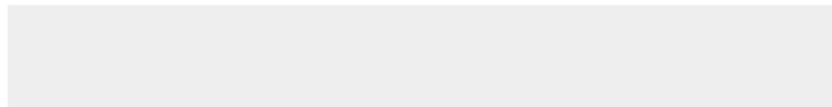
Government has different responsibilities at the national, state, and local levels.

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) Evidence Outcome – 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.
- P Value – 0.32

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

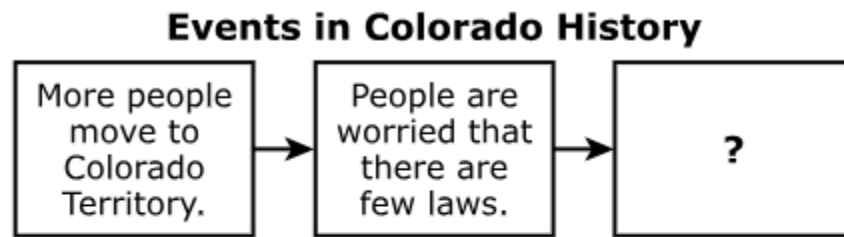
Which sentence describes an economic incentive?

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

How did settlers moving to Colorado in the 1860s affect Native Americans?

- ☐ A. The population of Native Americans grew.
- ☒ B. Conflict with Native Americans increased.
- ☐ C. Native Americans moved to cities.
- ☐ D. Native Americans began to farm.

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 – 0.612

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

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

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) Evidence Outcome – SS.4.5.1.c
 - Analyze scenarios of choices including opportunity cost.
- P Value – 0.579

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.

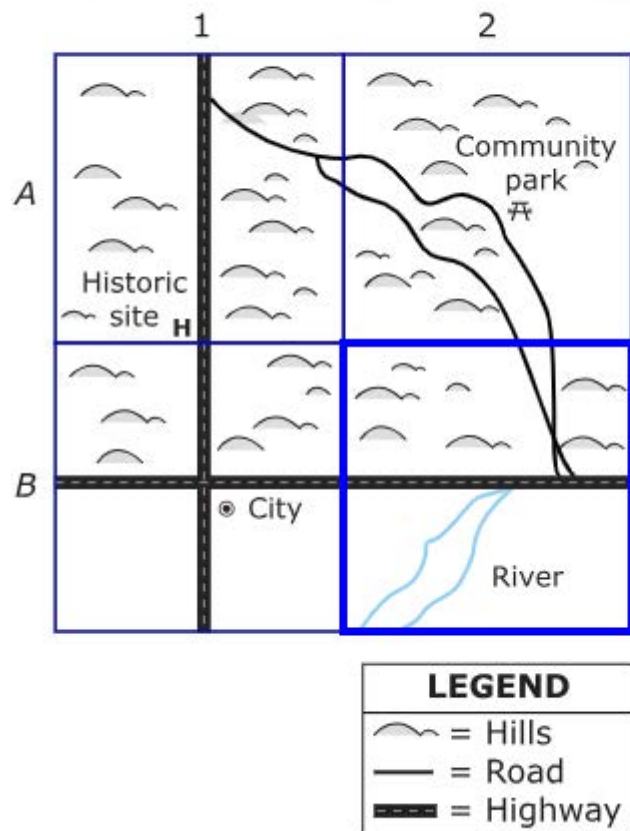
Department of Agriculture

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

Study the map.

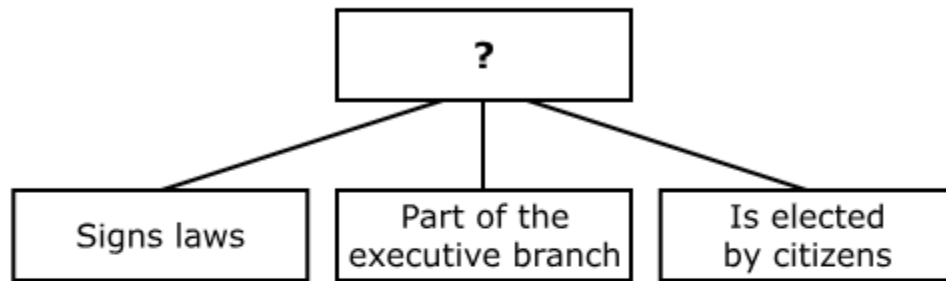
Locate the grid on the map that is **most likely** to attract fishermen.



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

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

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 15 (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?

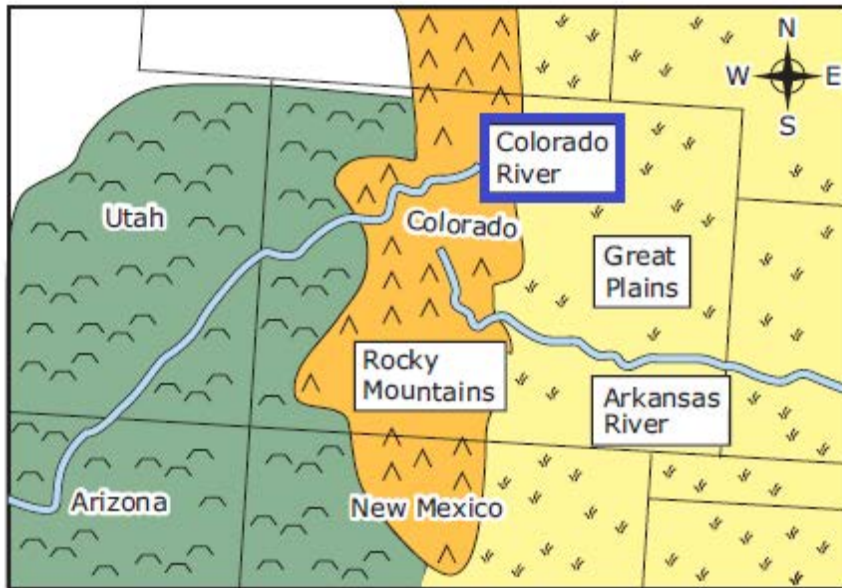
- ☒ A. Colorado has jobs in agriculture and in manufacturing.
- ☐ B. Most people in Colorado live in rural areas.
- ☐ C. Most people in Colorado work in factories.
- ☐ D. Colorado has a growing population.

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

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) Evidence Outcome – SS.4.5.1.a
 - Define choice and opportunity cost.
- P Value – 0.647

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 19 (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"/>

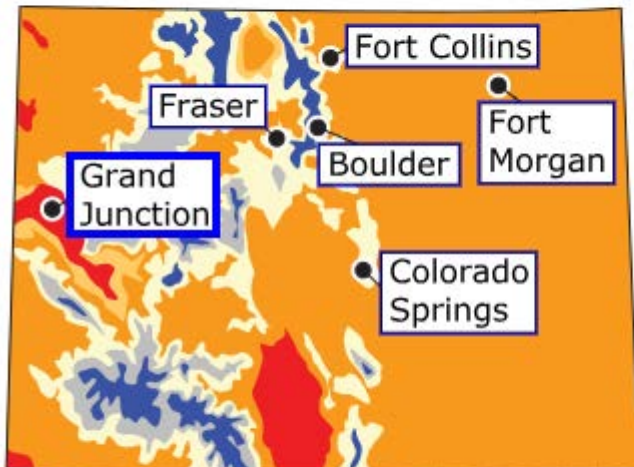
Item Information

- 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

Under 10	40 to 55
10 to 25	Above 55
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

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

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

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

Study the information.

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

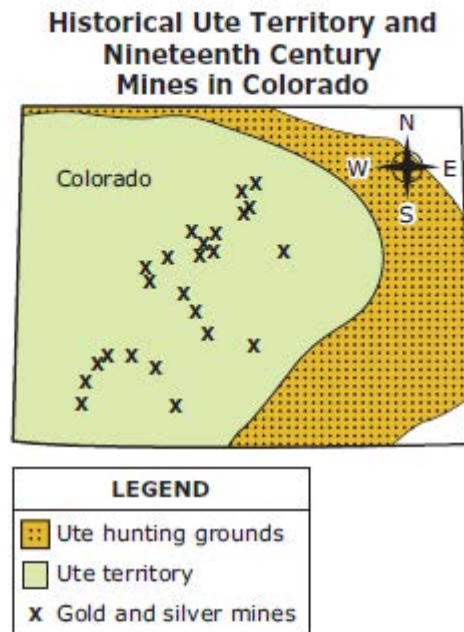
The game is an example of which economic idea?

- ☐ 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

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

Drag **two** incentives into each box.

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

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