

This document contains the answer keys, rubrics, and Scoring Notes for items on the Grade 5 Social Studies Practice Test. Refer to the [Social Studies Practice Test Guidance](#) for general supports and cautions in using the practice test. For help with scoring extended-response items, use [Assessment Results Make the Case](#) materials. The [Practice Test Library](#) also offers resources such as the [Annotated Social Studies Practice Test Items](#), which show the purpose and reasoning represented in selected items.

Session	Set	Sequence	Item Type	Key	Alignment
1	Life in the Middle Colonies	1	MC	B	5.8.1 Cite evidence of the economic motivations for European exploration and settlement in the Americas using economic concepts such as supply and demand, and scarcity
1		2	MC	B	5.5.1 Describe ways in which location and environment influenced the settlements and land use in colonial America
1		3	MS	A, C	5.5.2 Identify natural resources used by people of colonial America and describe the impact of human action on the physical environment
1		4	MC	D	5.9.2 Analyze the differences in the economies of the New England colonies, Middle colonies, and the Southern colonies
1		5	TEI	see TEI key	5.8.1 Cite evidence of the economic motivations for European exploration and settlement in the Americas using economic concepts such as supply and demand, and scarcity
1	French and Indian War	6	MC	A	5.3.7 Describe the impact of key people, ideas, and events that led to the French and Indian War
1		7	MC	D	5.3.7 Describe the impact of key people, ideas, and events that led to the French and Indian War
1		8	MC	D	5.3.7 Describe the impact of key people, ideas, and events that led to the French and Indian War
1		9	MC	B	5.3.7 Describe the impact of key people, ideas, and events that led to the French and Indian War

Session	Set	Sequence	Item Type	Key	Alignment
1	Spain and the Conquest of the Inca Empire	10	MS	A, C, F	5.2.1 Describe the origins, characteristics, and expansion of indigenous cultures and groups that existed in the Americas prior to European exploration
1		11	MC	A	5.2.1 Describe the origins, characteristics, and expansion of indigenous cultures and groups that existed in the Americas prior to European exploration
1		12	MC	B	5.2.3 Describe the Spanish conquests in the Americas including the impact on the Aztecs, Incas, and other indigenous peoples
1		13	MC	D	5.8.1 Cite evidence of the economic motivations for European exploration and settlement in the Americas using economic concepts such as supply and demand, and scarcity
1		14	MC	D	5.9.1 Describe trade between the Americas, Western Europe, and Western Africa during the colonial period
1		15	CR	see rubric	5.2.3 Describe the Spanish conquests in the Americas including the impact on the Aztecs, Incas, and other indigenous peoples
1	Standalone Items	16	MC	C	5.2.4 Explain the course and consequences of the Columbian Exchange, including its cultural, ecological, economic, and political impact on Europe, the Americas, and West Africa
1		17	MC	D	5.6.1 Compare and contrast the different types of government in colonial America that influenced the development of the United States
1		18	MC	D	5.3.5 Evaluate the motives that led to the establishment of the thirteen colonies
1		19	MC	A	5.6.2 Summarize the key ideas that influenced the development of colonial governments and their influence on the growth of American democracy
1		20	MC	A	5.6.2 Summarize the key ideas that influenced the development of colonial governments and their influence on the growth of American democracy
1		21	MC	C	5.2.2 Identify early explorers and their motivations, challenges, and achievements


Session	Set	Sequence	Item Type	Key	Alignment
2	Earliest North American Civilizations	23	MC	C	5.5.1 Describe ways in which location and environment influenced the settlements and land use in colonial America
2		24	MC	B	5.2.1 Describe the origins, characteristics, and expansion of indigenous cultures and groups that existed in the Americas prior to European exploration
2		25	MS	A, E	5.2.1 Describe the origins, characteristics, and expansion of indigenous cultures and groups that existed in the Americas prior to European exploration
2		26	MC	C	5.2.1 Describe the origins, characteristics, and expansion of indigenous cultures and groups that existed in the Americas prior to European exploration
2		27	MS	A, D, F	5.2.1 Describe the origins, characteristics, and expansion of indigenous cultures and groups that existed in the Americas prior to European exploration
2		28	TEI	see TEI key	5.2.1 Describe the origins, characteristics, and expansion of indigenous cultures and groups that existed in the Americas prior to European exploration
2	The Quakers and the Puritans	29	MC	B	5.3.2 Describe cooperation and conflict among Native Americans, Europeans, and Africans
2		30	MC	C	5.3.3 Identify the major European powers that colonized North America and explain their goals, challenges, and achievements
2		31	MC	C	5.3.4 Compare and contrast religious groups that settled colonial America and examine the role of religion in colonial communities
2		32	MC	A	5.5.1 Describe ways in which location and environment influenced the settlements and land use in colonial America
2		33	ER	see rubric	5.3.4 Compare and contrast religious groups that settled colonial America and examine the role of religion in colonial communities
1		22	MC	D	5.4.3 Analyze maps from the Age of Exploration to 1763

Session	Set	Sequence	Item Type	Key	Alignment
3	Conflicts Over Land in Early Colonial America	34	MS	A, E	5.3.2 Describe cooperation and conflict among Native Americans, Europeans, and Africans
3		35	MC	C	5.3.2 Describe cooperation and conflict among Native Americans, Europeans, and Africans
3		36	MC	A	5.8.1 Cite evidence of the economic motivations for European exploration and settlement in the Americas using economic concepts such as supply and demand, and scarcity
3		37	MC	D	5.3.2 Describe cooperation and conflict among Native Americans, Europeans, and Africans
3		38	TEI	see TEI key	5.5.2 Identify natural resources used by people of colonial America and describe the impact of human action on the physical environment
3	Rice Cultivation and Africans in the Low Country	39	MC	C	5.3.6 Explain and give examples of how Native Americans, Europeans, and free and enslaved Africans adapted to living in the New England colonies, the Middle colonies, and the Southern colonies
3		40	MC	B	5.3.2 Describe cooperation and conflict among Native Americans, Europeans, and Africans
3		41	MC	D	5.5.1 Describe ways in which location and environment influenced the settlements and land use in colonial America
3		42	MC	A	5.3.2 Describe cooperation and conflict among Native Americans, Europeans, and Africans
3		43	MC	C	5.9.1 Describe trade between the Americas, Western Europe, and Western Africa during the colonial period
3		44	CR	see rubric	5.3.2 Describe cooperation and conflict among Native Americans, Europeans, and Africans
3	Standalone Items	45	MC	B	5.5.2 Identify natural resources used by people of colonial America and describe the impact of human action on the physical environment
3		46	MC	B	5.6.1 Compare and contrast the different types of government in colonial America that influenced the development of the United States

3		47	MC	C	5.6.2 Summarize the key ideas that influenced the development of colonial governments and their influence on the growth of American democracy
3		48	MC	B	5.9.1 Describe trade between the Americas, Western Europe, and Western Africa during the colonial period

Session 1 Item 5

Drag the labels into the table to link economic activities in the Middle colonies with the **most likely** motivations of the settlers who performed them. Four of six labels will be used.


?

Economic Activity	Motivation
“In Frankfort, they have built a mill and a glass factory.” (Source 2)	
“These good people spent all their money to pay for the journey here.” (Source 2)	
“Trading with the Indians” (Source 3)	
“The export of wheat flour” (Source 3)	

satisfy local demand

create new opportunities

obtain personal glory


expand the empire

participate in the transatlantic fur trade

establish a transatlantic grain trade

OK

Scoring for Session 1 Item 5


?

Economic Activity	Motivation
"In Frankfort, they have built a mill and a glass factory." (Source 2)	satisfy local demand
"These good people spent all their money to pay for the journey here." (Source 2)	create new opportunities
"Trading with the Indians" (Source 3)	participate in the transatlantic fur trade
"The export of wheat flour" (Source 3)	establish a transatlantic grain trade

expand the empire

obtain personal glory

Two points = four phrases in the correct positions
 One point = three or two phrases in the correct positions
 Zero points = one or zero phrases in the correct position

Scoring for Session 1 Item 15

Explain **two** different ways that the Inca Empire and the Spanish Empire were similar.

Scoring Information	
Score Points	Description
2	Student's response correctly explains two different ways that the Inca Empire and the Spanish Empire were similar.
1	Student's response correctly explains one way that the Inca Empire and the Spanish Empire were similar.
0	Student provides a response that does not correctly explain one way that the Inca Empire and the Spanish Empire were similar. OR Student's response is blank, irrelevant, or too brief to evaluate.

Scoring Notes:

Explanation of similarities between the Inca Empire and the Spanish Empire:

- Both had powerful armies and conquered vast territories. The Inca conquered much of the Pacific Coast of South America. The Spanish built a worldwide empire that eventually included land seized from the Inca.
- Both valued precious metals such as silver and gold. The Inca used precious metals to make jewelry and religious objects. The Spanish made jewelry and religious objects as well, but also built and sold the metals all over the world.
- Both had an organized system of government that kept official records and was ruled by a single person. The Spanish king and the Inca emperor had wide powers and were thought to rule by divine right.
- Both were involved in trade and commerce. The Inca traded goods with neighbors relatively close to them, while the Spanish traded goods all over the world.
- Both used a system of labor in which laborers were forced to work for free. The Inca forced defeated soldiers into slavery, while the Spanish used Inca people as slaves.

Accept other reasonable responses.

Student Responses for Session 1 Item 15

Prompt

Explain **two** different ways that the Inca Empire and the Spanish Empire were similar.

Response 1

The Incan Empire and the Spanish Empire were similar in two ways. Both empires had powerful armies and conquered vast territories. The Inca conquered much of the Pacific Coast of South America. The Spanish built a worldwide empire that eventually included land seized from the Inca. Both empires also had organized systems of government. Both governments kept official records and had one ruler.

Score: 2

The response earns a high 2. It fully and accurately explains two ways, "powerful armies" and "organized systems of government," that the empires were similar.

Response 2

The Incan and Spanish Empires in all four sources are similar in many ways. First of all, they both had strong armies. For example, the Inca expanded their empire by conquering other neighboring lands. Also, the Spanish had conquered the Incan. Sadly lots of the Incan Empire died from Spanish diseases. Also both empires were very wealthy." The Inca had temples of the Sun, mints. Finally, the Spanish gained some wealth when they found silver inside of the "mountain who eats men". Both Empires Inca or Spanish are similar in many ways.

Score: 2

The response earns a high 2. It fully and accurately explains two ways that the empires were similar: "strong armies" and vast wealth. The response quotes directly from a source as part of the details offered in support.

Response 3

The Inca Empire and the Spanish Empire are similar in many ways. In source 3, paragraph 1, it says "In all these capitals the Inca had temples of the Sun, mines, and many silversmiths who did nothing but work rich pieces of gold or . . . silver." That shows that the Inca want to be wealthy and rich. In source 4, paragraph 1, it says "The silver and other minerals the Spanish took from the region helped their empire become wealthy." That shows that the Spanish also want to be wealthy, just like the Inca Empire, they also wanted to become rich or wealthy.

Score: 1

The response earns a 1. It explains one similarity, a desire for wealth, shared by both empires and offers support drawn from the sources.

Response 4

The Inca Empire and the Spanish Empire were similar because they both took enslaved people. The Spanish Empire took the Inca people and made them work

Score: 1

The response earns a low 1. The response provides one reason, "both took enslaved people," with only support for the Spanish. The student has drawn a conclusion about slavery by the Inca that is not supported by the sources and that is a misrepresentation of the Inca mit'a system.

Response 5

What are two ways that the Inca Empire and the Spanish Empire similar? The Spanish forced almost 3 million local people, mainly Inca, to silver mine from the mountains. However other minerals that Spanish took from the mountain helped region empire become wealthy. Now you see two ways Spanish Empire and the Inca Empire are similar.

Score: 0

The response earns a 0. It offers no comparison between the two cultures and presents only facts.

Session 2 Item 28

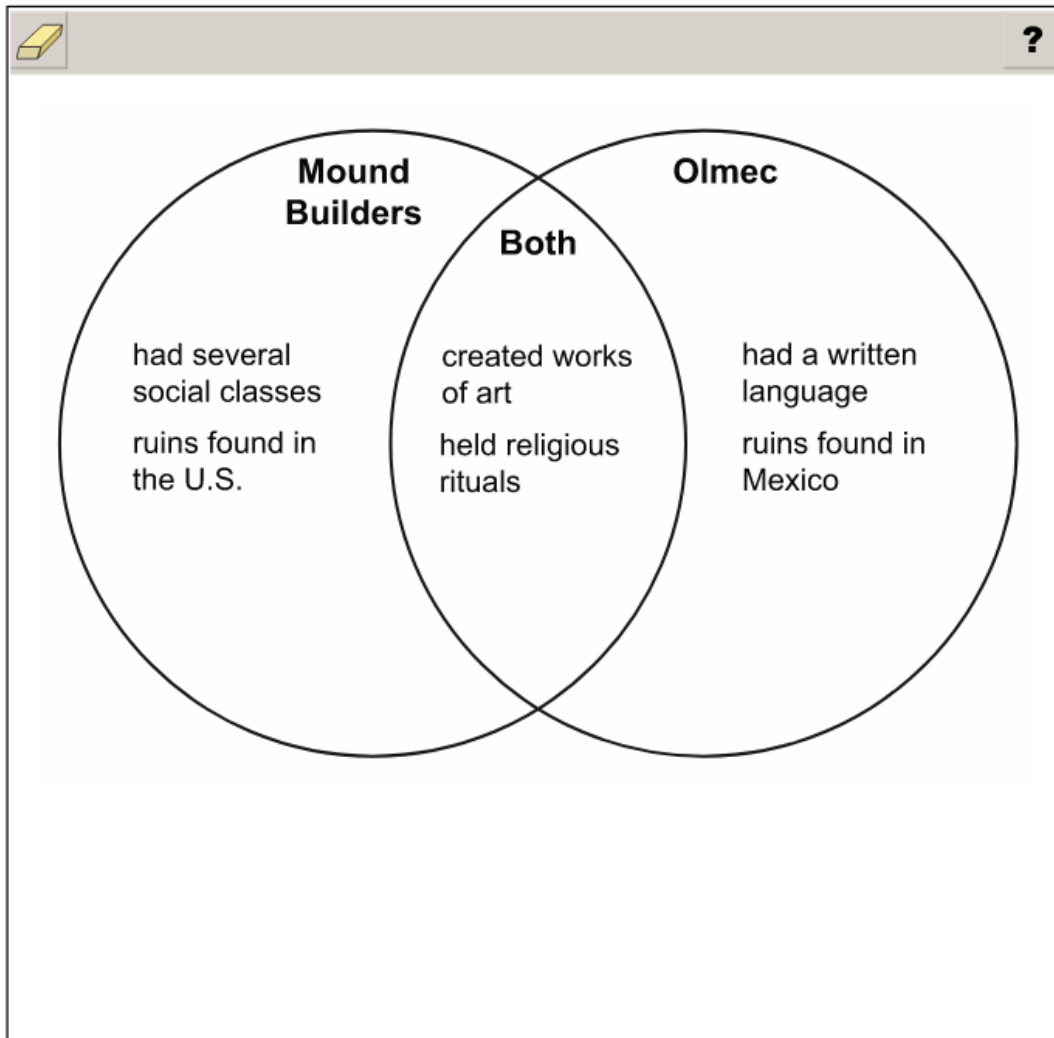
The Mound Builders and the Olmec were similar in some ways and different in others. Based on all of the sources, drag **each** characteristic into the correct location in the Venn diagram to show whether the characteristic is typical of the Mound Builders, the Olmec, or both.

The diagram is a Venn diagram with two overlapping circles. The left circle is labeled "Mound Builders" and the right circle is labeled "Olmec". The overlapping area in the center is labeled "Both". Below the circles are six characteristics listed in three columns:

- Column 1 (under Mound Builders):
 - created works of art
 - had a written language
- Column 2 (under Both):
 - had several social classes
 - held religious rituals
- Column 3 (under Olmec):
 - ruins found in the U.S.
 - ruins found in Mexico

At the bottom center of the interface is a blue button with the text "OK".

Scoring for Session 2 Item 28



OK

Two points = five or six phrases in the correct positions
One point = three or four phrases in the correct positions
Zero points = two, one, or zero phrases in the correct positions

Scoring for Session 2 Item 33

Based on the sources and your knowledge of social studies, explain how the Quakers and the Puritans contributed to the development of the English colonies in North America.

As you write, follow the directions below.

- Address all parts of the prompt.
- Include information and examples from your own knowledge of social studies.
- Use evidence from the sources to support your response.

Scoring

The response should be scored **holistically** on its adherence to two dimensions: Content and Claims. Each response should be given the score that corresponds to the set of bulleted descriptors that **best** describes the response.

Dimension: Content	
Score	Description
4	The student's response: <ul style="list-style-type: none"> Reflects thorough knowledge of how the Quakers and the Puritans contributed to the development of the English colonies in North America, by incorporating ample, focused factual information from prior knowledge and the sources; Contains accurate understandings with no errors significant enough to detract from the overall content of the response; Fully addresses all parts of the prompt.
3	The student's response: <ul style="list-style-type: none"> Reflects general knowledge of how the Quakers and the Puritans contributed to the development of the English colonies in North America, by incorporating adequate factual information from prior knowledge and the sources; Contains mostly accurate understandings with minimal errors that do not substantially detract from the overall content of the response; Addresses all parts of the prompt.
2	The student's response: <ul style="list-style-type: none"> Reflects limited knowledge of how the Quakers and the Puritans contributed to the development of the English colonies in North America, by incorporating some factual information from prior knowledge and the sources; Contains some accurate understandings with a few errors that detract from the overall content of the response; Addresses part of the prompt.
1	The student's response: <ul style="list-style-type: none"> Reflects minimal knowledge of how the Quakers and the Puritans contributed to the development of the English colonies in North America, by incorporating little or no factual information from prior knowledge and the sources; Contains few accurate understandings with several errors that detract from the overall content of the response; Minimally addresses part of the prompt.
0	The student's response is blank, incorrect, or does not address the prompt.

Dimension: Claims	
Score	Description
4	The student's response: <ul style="list-style-type: none"> • Develops a valid claim that effectively expresses a solid understanding of the topic; • Thoroughly supports the claim with well-chosen evidence from the sources; • Provides a logically organized, cohesive, and in-depth explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.
3	The student's response: <ul style="list-style-type: none"> • Develops a relevant claim that expresses a general understanding of the topic; • Supports the claim with sufficient evidence from the sources; • Provides an organized explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.
2	The student's response: <ul style="list-style-type: none"> • Presents an inadequate claim that expresses a limited understanding of the topic; • Includes insufficient support for the claim but does use some evidence from the sources; • Provides a weak explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.
1	The student's response: <ul style="list-style-type: none"> • Does not develop a claim but provides evidence that relates to the topic, OR develops a substantially flawed claim with little or no evidence from the sources; • Provides a vague, unclear, or illogical explanation of the connections among ideas, people, events, and/or contexts within or across time and place.
0	The student's response is blank, incorrect, too brief to evaluate, or lacks a claim that addresses the prompt.

Scoring Notes for Claims Rubric

A response that develops a **valid** claim expresses a **solid** understanding of the social studies topic. The response is supported by **ample and well-chosen** evidence from the sources. The explanation is logical, organized, and cohesive, as demonstrated by connections, patterns, or trends among ideas, people, events, and contexts within or across time and place. A **valid** claim shows a deep understanding of the complexity of social studies themes that is supported by convincing evidence. The analysis may include the ability to discuss cause-and-effect relationships; analyze the importance of and connection between source documents; classify patterns of continuity and change; evaluate differing perspectives; provide in-depth interpretations of historical events, etc.

A response that develops a **relevant** claim expresses a **general** understanding of the social studies topic. The response is supported by **sufficient** evidence from the sources. The explanation is organized and includes connections, patterns, or trends among ideas, people, events, and contexts within or across time and place but fails to reach the valid level. A **relevant** claim shows an accurate understanding of social studies themes but is less complex and includes more generalized evidence. The explanation may identify cause-and-effect relationships; describe patterns of continuity or change; recognize perspectives on a single topic or theme; identify the importance of or connection between source documents; provide general interpretations of historical events, etc.

A response that includes an **inadequate** claim expresses a **limited** understanding of the social studies topic and uses insufficient evidence from the sources to develop the claim. The explanation includes weak connections, patterns, or trends among ideas, people, events, and contexts within or across time and place. An **inadequate** claim shows some understanding of social studies themes but is limited in its analysis and evidence. The explanation may include insufficient understanding of cause and effect relationships; little recognition of patterns of continuity or change; limited knowledge of perspectives on a single topic or theme; misconceptions regarding the importance of or connections between source documents; limited interpretation of historical events, etc.

A response that develops a **substantially flawed** claim expresses **little** understanding of the social studies topic. The explanation, if present, may include vague or illogical connections, patterns, or trends among ideas, people, events, and contexts within or across time and place. It fails to reach the inadequate level for a variety of reasons. For example, the response may provide some evidence that relates to the topic, but is ineffective in supporting a claim, if one is made.

Characteristics of a Strong Response

A strong response is logically organized into several paragraphs. Any errors in spelling, punctuation, grammar, or capitalization do not interfere with the ability of the reader to understand the ideas presented.

A strong response may develop one or more lines of reasoning to support the claim. Here are some examples.

- The Quakers and the Puritans contributed to the development of the English colonies in North America by increasing the number of settlements in the colonies as they searched for religious freedoms. The Quakers largely settled in the Middle colonies, and the Puritans mainly settled in New England. They settled the land in the colonies as they created farms and founded religious communities. They formed new governments for the towns and colonies.
- The Quakers and the Puritans contributed to the development of the English colonies in North America by establishing settlements. As they established settlements, they created new governments for the towns and colonies that were different than those in Europe. Quakers encouraged religious toleration. The Puritans wanted to practice their religion, but they did not allow others to worship freely. This encouraged other Europeans to come to the New World and start their own towns and colonies who wanted to be able to live according to their beliefs.
- The Quakers and the Puritans contributed to the political development of the English colonies as they established new settlements and governments in the colonies. The Puritans used the town hall meeting as a form of direct democracy. In the colony of Pennsylvania, Quakers created a general assembly that allowed all male property owners to vote for their representatives.

A strong response shows understanding of the topic by analyzing the required sources and including well-chosen evidence from the sources, such as:

- Quakers mainly settled in Rhode Island, Pennsylvania, and New Jersey (Source 1).
- Puritans mainly settled in New England (Source 1).
- Puritans fought with Native Americans (Source 2).
- Puritans worried about Native American tribes forming alliances against them (Source 2).
- Quakers opposed war and the use of violence (Source 3).
- Quakers supported religious freedom (Source 3).
- Quakers supported political liberty (Source 3).
- Quakers spread Christianity (Source 3).

A strong response also includes important information beyond what is presented in the sources, such as:

- **Colonial governments:** Different colonies had different types of governments. For example, Pennsylvania was a proprietary colony, which means that one person was allowed to govern an area of land. Other colonies were royal colonies or charter colonies. Each type had a special kind of permission from the king to govern.
- **Colonial leadership:** There were many different leaders in the colonies. Some of them founded their own colonies. Others were representatives of the people within their colonies. Examples (not from the sources) could include Lord Baltimore in Maryland, William Penn in Pennsylvania, John Smith in Virginia, or Roger Williams in Rhode Island.
- **Conflicts with Native Americans:** Some colonists were friendly with the Native Americans, and others were not. Some examples of conflicts between settlers and Native Americans were the Pequot War, King Philip's War, and the French and Indian War.
- **Examples of working together and tolerance:** Some colonies were more welcoming or tolerant than others. For example, the Quakers were nice to Native Americans and people of other religions. They thought everyone should be able to worship and live in freedom. The Puritans, on the other hand, expelled dissenters from their towns or colonies. People could be exiled if they did not agree with the community leaders or the community's strict laws.

Student Responses for Session 2 Item 33

Prompt

Based on the sources and your knowledge of social studies, explain how the Quakers and the Puritans contributed to the development of the English colonies in North America.

Response 1

The Quakers and the Puritans contributed to the development of the English colonies in North America in several ways. Using evidence from the provided sources, I will explain how the Quakers and Puritans contributed to the development of the English colonies. The Quakers and Puritans formed societies that were different than those in Europe. This encouraged other Europeans to come to the New World and start their own towns and colonies. All of the settlers want to be able to live according to their beliefs. Quakers encouraged religious tolerance in Pennsylvania. As a result, many religious groups settled in the Middle colonies. The Puritans wanted to practice their religion, but they did not allow others to worship freely. They forced people who disagreed with them into exile. The Quakers and the Puritans also contributed to the political development of the American colonies. The Puritans used town hall meetings as a form of direct democracy. This was important in the development of democracy and of the belief in self-rule government. In the colony of Pennsylvania, Quakers created a general assembly that allowed all make property owners to vote for their representatives.

Content: 4

Claims: 4

The response earns a 4 for content and a low 4 for claims. The claim of religious freedom and direct democracy is valid and is explained in a logically organized and cohesive way. The response shows the connections between Puritan and Quaker societies and the development of the English colonies. The student incorporates prior knowledge and evidence from sources to support the connections to religious beliefs and direct democracy. Evidence is ample, factual, and well-chosen. The response fully addresses all parts of the prompt. Had the response more clearly stated the claim of the effect of these societies, the student would have created a stronger 4 claim.

Response 2

The Quakers and the Puritans contributed to the development to the English Colonies in North America. The quakers contributed to develop the English Colonies of North America. They belived that everyone was equal in a different way. The Quakers came to North America because they wanted to practice relious freedom in peace. They did not agree with the Church Of England so they left and started a new colony. The colony that they made was a diverse colony. They were diverse because they thought men and women were equal .(Were found in the Middle Colnies).(Resourses: Wheat Grain). I know this because sourse 3 says, "I understand Quakers are against war but i know you are fond polical ans religious liberty." The Puritans contributed to develop the English Colonies of North America. They belived that everyone was not equal. The Puritans came to the new world because the wanted to start a new colony and purify the Church Of England. The colony that they made had many rules. Their rules were every one had to go to the church of england. People who didnt follow the Puritans laws were baned and could never come back.(Were foug in the New England colonies).(Resourses: Shipbuilding Fur Trade Fishing Timber). I know this because my own knowledge helped me better understand the prompt. Also my knwledge gave me all the answers to the prompt.

Content: 4

Claims: 3

The response earns a 4 for content and a 3 for claims. A separate claim is stated for the Puritans and the Quakers, though both are on the topic of equality. The student does not earn a higher score for claims since the connection to the development of the English colonies is missing. The response uses prior knowledge and information from the sources to support the claims. However, support from the sources does not demonstrate clear connection to claims. Overall, the response offers a relevant claim with sufficient support from sources and an organized explanation of the connection between Puritans and Quakers and the development of the English colonies.

Response 3

The Quakers and Puritans were both looking for religious freedom and to get away from the church of England. But how do they contribute to North America? In source 3 Nathaniel Greene is trying to live in peace with the Quakers so they won't argue over anything anymore. The Quakers are people who believe that people from other religions should get to worship in their own ways should not get forced to do it. William Penn is a Quaker who built Philadelphia to welcome people from different countries to worship in their own ways. The Puritans are people who worship and think that people should worship in their own religion and not anybody else's. The Puritans wanted to leave England so they can have religious freedom so they won't have the church's rules.

Content: 3

Claims: 3

The response earns a 3 for content and a 3 for claims. The response states a relevant claim, "Quakers and Puritans were both looking for religious freedom," that expresses a general understanding of the topic, but the response contains little support for the development of the colonies. Support for the claim is general and makes good use of prior knowledge. Source 3 is cited but limited connection to the claim is demonstrated.

Response 4

The Puritans and the Quakers contributed to the development of the English colonies in North America because. They both wanted to practice religious in peace with out nobody telling them that they cant be religious . So the Quakers and the Puritans both move to North America to have their religious in peace . The Puritans and Quakers thought that it wasnt fair they couldn't practice religious in the English colonies . The people in the English Colonies kicked them out because of it . The Quakers moved from England to Pennsylvania and they thought that god wasn't in the bible they said that he is in the hearts. So it didnt matter what religion they were long as they knew that god was in their hearts and not in the bible . The Puritans moved from England to Massachusetts because they were kicked out to . They thought that everyone had to believe in the same religion. Their kids had to go to school to learn because education were really important to them. They didnt believe that god was in their hearts he was in the bible and if anyone practices things a different way they would get exiled and never come back .

Content: 3

Claims: 2

The response earns a 3 for content and a high 2 for claims. The claim, "They both wanted to practice religious in peace," is supported with evidence from the sources. Some content is inaccurate, but the inaccuracies are not enough to detract from the overall response. The response presents a contrast of religious views and supports the contrast with details. Had the response made a clearer connection to the effect of the development of the colonies, it would have earned a 3 on claims.

Response 5

Their are many ways that the Quakers and the Puritans contributed to the development of the English colonies in North Amercia. One of the many ways the Quakers and the Puritans contributed to developing the English colonies may be that the puritans had the religious freedom that they always wanted. Source 3 states, "i understand Quakers are against war but I know you are fond of both political and religious liberty. This is what we are arguing for. By blessing the God we hope to establish them." Meanwhile the Puritains went to start up more and more colonies. In the introduction of source 2 states, "At the time , Massachusetts Bay colony was the largest Puritain colony in New England." In coconclusion, these are some of the many ways that the Quakers and the Puritains contributed to the development of the English colonies in North America.

Content: 2

Claims: 2

The response earns a 2 for content and a 2 for claims. The claim of religious freedom and the analysis of the claim are limited, with supporting evidence from the sources that does not clearly show a connection to the development of the English colonies. The claim that "Puritains went to start up more and more colonies" has little supporting evidence.

Response 6

They contributed to the devlopment of the English colonies by forming an allince; with the Mohawks by sending white and black beads so the Mohawks promised to aid them. i know because in source 2 it says "i iam informed by good intelligence that the Narragansetts have... sent a great present, both white and black beads, to the Mohawks. Also , it says " The gift was sent to get their help against you and your friends". then it says " And the Mohawks have recived their prexent, and promised them aid ,and they said they will be ready for them ."

Content: 1

Claims: 2

The response earns a 1 for content and a 2 for claims. The response states a claim, "They contributed to the devlopment of the English colonies by forming an allince; with the Mohawks," but supports it with limited explanation and evidence that deals only with the Puritans. The idea of alliance is presented but not fully developed. The response reflects a misunderstanding of Source 2: The alliance is being made by two Native American groups against the Puritans. The response incorporates little factual knowledge or prior knowledge, and connections are unclear.

Response 7

The Quaker and Puritans. The way that the Puritans and Quakers development of the English colonies in North America by they both shared an equal amount of land. In source one you can see the map and the key at the buttom says that the peach colored square were the Puritan's settlement and the green tree is the Quaker's settlement. There is part of the thirteen colonies because the Puritan's settled in New Hemisphere,Massachuetts,connetuit,but the Quakers as well settled in Rhode Island but the Puritans did too. Both colnies develop to go to North America and settle in between the thirteen colnies In source two it explains the adapted letter from William Bradford to John Winthrop (1640) in Massachusetts it's explaining how the alliances aganist the Puritan settlers. in the short article in soyrce two it states,"I'm informed by good intelligence that the Narragansetts have...sent a great present,both of white and black beads, to the Mohawks." That is the Quakers aganist the Puritans. the Quakers contributed the development aganist the Puritans. It aalso includes,"they will be ready for them, and do encourage them with hope of success." In my opinion i think the Puritans and the Quakers should just make a way that they could have a fare trade and equal share of land. In my conculsion i think that this was unfair but i enjoyed this.

Content: 1

Claims: 1

The response earns a 1 for content and a 1 for claims. The response presents a flawed claim, "they both shared an equal amount of land," and offers weak support from the sources. No relevant connections are made about the effect of the Quakers and the Puritans on the development of the English colonies. Factual information is minimal; most of the information is pulled from sources in a literal manner, without making any connections or showing a deeper understanding.

Response 8

The Quakers and the Puritans contributed to the development of the English colonies in North America in a number of ways. The Quakers largely settled in Pennsylvania and the other Middle colonies, and the Puritans mainly settled in New England. They settled the land in the colonies. They created farms and built towns. They founded religious communities. The Quakers promoted freedom of religion and encouraged other religious sects to come to Pennsylvania. The Puritans were stricter. They discouraged religious freedom. They migrated to New England to create religious communities, but not to encourage religious freedom. They formed new governments for the towns and colonies. The Puritans practiced a direct form of democracy, setting up town hall meetings to make decisions. Both the Quakers and the Puritans encouraged commerce, creating businesses that shipped goods to and from England. Quakers shipped grain and fish from the Middle colonies. Puritans shipped timber and whaling products to England. Both communities established small iron works in their colonies to support the growth industry in the colonies.

Content: 1**Claims: 0**

The response earns a 1 for content and a 0 for claims. The response lists facts about the Quakers and the Puritans. It states no claim and makes no connections.

Response 9


The way the Puritans and Quakers contributed to the development of the English colonies in North America is by the Puritans by giving the English colonies their aid and the Quakers help by giving the English colonies their land.

Content: 0**Claims: 0**

The response earns a 0 for content and a 0 for claims. It contains incorrect information.

Session 3 Item 38

Europeans had many reasons for colonizing the Americas, and their actions had a variety of effects on the environment. Determine whether each option is a cause of European colonization or an effect of European colonization on the environment. Complete the table by dragging **two** causes and **two** effects in the correct columns. Only **four** options will be used.


?

Causes of Colonization	Effects of Colonization on the Environment

the destruction of forest habitats

the curiosity about new cultures

the desire to establish religious communities

the introduction of new species

the pollution of rivers

the need for raw materials to make goods

OK

Scoring for Session 3 Item 38

Causes of Colonization	Effects of Colonization on the Environment
the desire to establish religious communities	the destruction of forest habitats
the need for raw materials to make goods	the introduction of new species
the curiosity about new cultures	the pollution of rivers

OK

Two points = four phrases in the correct columns
One point = three or two phrases in the correct columns
Zero points = one or zero phrases in the correct column

Scoring for Session 3 Item 44

Describe **two** different reasons that South Carolina’s rice plantations depended on enslaved Africans.

Scoring Information	
Score Points	Description
2	Student’s response correctly describes two different reasons that South Carolina’s rice plantations depended on enslaved Africans.
1	Student’s response correctly describes one reason that South Carolina’s rice plantations depended on enslaved Africans.
0	Student provides a response that does not describe a reason that South Carolina’s rice plantations depended on enslaved Africans. OR Student’s response is blank, irrelevant, or too brief to evaluate.

Scoring Notes:

Reasons that South Carolina’s rice plantations depended on enslaved Africans:

- South Carolina plantations lacked a large enough labor force without importing enslaved Africans.
- People from Africa’s Rice Coast had a great deal of experience growing rice, making them valuable to South Carolina’s rice plantations.
- People in Africa were accustomed to the hot climate in South Carolina, while European workers were not.
- Enslaved workers were not free to leave if they did not like the climate or work.

Accept other reasonable responses.

Student Responses for Session 3 Item 44

Prompt

Describe **two** different reasons that South Carolina's rice plantations depended on enslaved Africans.

Response 1

South Carolina's rice plantations depended on enslaved Africans because the Africans had good knowledge of how to plant rice and the plantation owners didn't want to do the dirty work themselves. Source 1 says, "Those who are hard working can grow three rice fields in a summer." He then states many other clever tricks the Africans used to plant their rice efficiently. The people in South Carolina didn't usually have as much experience growing rice and didn't usually know how to as well as their slaves did. The Europeans didn't want to do all that work, either. Source 3 talks about the Africans being "exposed all the time to a burning sun" and being "in a furnace of stinking, disgusting water". If they had to do all that stuff, the Europeans may have decided that whole rice-growing thing was just too much for them. Those are only two reasons why the enslaved Africans were the center of South Carolina's rice plantations.

Score: 2

The response earns a 2 by describing two reasons: "Africans had good knowledge of how to plant rice and the plantation owners didn't want to do the dirty work." Both reasons are supported with evidence from the sources.

Response 2

To begin with, one reason why plantations depended on slaves is because they were very big. Farmers needed more people to help in the fields. The text states, "Many worked planting rice in large fields." This means that they needed more people to help the plantations grow and expand. Another reason why they depended on slaves, is because they had more experience in the fields. They planted crops in Africa and knew what the Europeans didn't about planting crops. According to the text, "Each field is planted a month after the previous one, in order not to have all the rice ripen at the same time." This means that Africans now good ways to plant rice.

Score: 2

The response earns a 2 because two reasons, plantations "were very big" and Africans "had more experience," are described. Both reasons are supported with evidence from the sources and conclusions are based on that evidence.

Response 3

South Carolina's rice plantation depended on enslaved Africans. They needed help because they planted a lot of rice as shown in source two. Also, they didn't really know how to plant rice, so they needed the Africans help. In source one it says, "Those who are hard-working can cultivate three rice fields in one summer." This shows that the Africans who were good could plant three fields of rice in one summer.

Score: 1

The response earns a 1. One reason, "they needed the Africans help," is supported with evidence from the sources.

Response 4

Two reasons that South Carolina's plantations depended on slaves, was that they needed the slaves to work the colossal plantation, for a owner can't tend the HUGE plantation by himself. They also depend on the slaves for a profit, since it is the slaves that are tending the rice, which is a cash crop, which means a crop that is sold for money. Based on what I read, "Thousands of enslaved people were brought from South Carolina from Africa. Many worked planting rice in huge fields. This would make cutting the rice difficult, since it is cut ear by ear or stalk by stalk---a very tiresome task." This evidence supports that one of the reasons the South Carolina's rice plantations depended on slaves was, because they were the ones who were tending the rice, for the plantation is way too big to be tended by the owner. Based on what I've learned, plantations are huge farms that can't be tended by the owner, so that is why they used slaves. I also learned that rice is a cash crop in the Southern Colonies, and South Carolina is one of the Southern Colonies.

Score: 1

The response earns a low 1. It presents the idea that "they needed the slaves to work the colossal plantation, for a owner can't tend the HUGE plantation by himself," but the evidence does not clearly show a connection to the reason stated.

Response 5

Rice could be planted in fields where in had been grown for many generation. Rice could be protected from insects that damage the crop when itn is young.

Score: 0

The response earns a 0. It does not address the prompt.