

This document contains the answer keys, rubrics, and scoring notes for items on the grade 6 Social Studies Practice Test. Refer to the [Practice Test Library](#) for additional resources, including the [Social Studies Practice Test Guidance](#), which provides general supports and cautions in using the practice test, and the [Annotated Social Studies Practice Test Items](#) document, which explains the purpose and reasoning of selected practice tests items. For additional help in scoring extended-response items, refer to the presentation [Assessment Results Make the Case](#).

Session	Set	Sequence	Item Type	Key	Primary Alignment
1	Early Humans	1	MC	C	6.3.4 Determine world migration patterns and population trends by interpreting maps, charts, and graphs
		2	MS	C, D	6.4.2 Explain how world migration patterns and cultural diffusion influenced human settlement
		3	MC	D	6.4.3 Explain the connection between physical geography and its influence on the development of civilization
		4	MC	B	6.2.2 Examine how the achievements of early humans led to the development of civilization
		5	TEI	see rubric	6.4.1 Identify and describe physical features and climate conditions that contributed to early human settlement in regions of the world
1	West African Kingdom of Mali	6	MC	B	6.3.4 Determine world migration patterns and population trends by interpreting maps, charts, and graphs
		7	MC	A	6.6.4 Explain how the development of trade and taxation influenced economic growth in the ancient world
		8	MC	C	6.6.3 Describe the economic motivation for expanding trade and territorial conquests in world civilizations using economic concepts
		9	MC	D	6.2.6 Analyze the origin and spread of major world religions as they developed throughout history
		10	MC	B	6.4.2 Explain how world migration patterns and cultural diffusion influenced human settlement
		11	CR	see rubric	6.2.7 Summarize key features of ancient West African kingdoms (Ghana, Mali, and Songhai)
1	Renaissance	12	MC	B	6.2.10 Examine the significance of the people and ideas that influenced the Renaissance in Europe
		13	MC	D	6.2.10 Examine the significance of the people and ideas that influenced the Renaissance in Europe
		14	MS	A, F	6.2.10 Examine the significance of the people and ideas that influenced the Renaissance in Europe
		15	MC	C	6.2.10 Examine the significance of the people and ideas that influenced the Renaissance in Europe
		16	TEI	see TEI key	6.2.10 Examine the significance of the people and ideas that influenced the Renaissance in Europe

Session	Set	Sequence	Item Type	Key	Primary Alignment
1	Spread of Buddhism	17	MC	B	6.2.6 Analyze the origin and spread of major world religions as they developed throughout history
		18	MC	D	6.2.6 Analyze the origin and spread of major world religions as they developed throughout history
		19	MC	C	6.2.6 Analyze the origin and spread of major world religions as they developed throughout history
		20	MC	A	6.4.2 Explain how world migration patterns and cultural diffusion influenced human settlement
1	Standalone Items	21	MC	B	6.2.1 Analyze the relationship between geographical features and early settlement patterns using maps and globes
		22	MC	C	6.4.1 Identify and describe physical features and climate conditions that contributed to early human settlement in regions of the world
		23	MC	D	6.6.1 Explain the impact of job specialization in the development of civilizations
		24	MC	A	6.6.2 Analyze the progression from barter exchange to monetary exchange
		25	MC	C	6.5.2 Describe the government of the Roman Republic and how it influenced the development of democracy
		26	MC	D	6.2.5 Describe the characteristics of Roman civilization, its cultural, political, and technological achievements, and its influence on other later cultures
2	Feudalism	27	MC	A	6.2.9 Describe the characteristics, significance, and influences of feudalism, the Crusades, and the growth of towns and cities through trade and commerce during the Middle Ages
		28	MC	D	6.2.9 Describe the characteristics, significance, and influences of feudalism, the Crusades, and the growth of towns and cities through trade and commerce during the Middle Ages
		29	MC	A	6.2.9 Describe the characteristics, significance, and influences of feudalism, the Crusades, and the growth of towns and cities through trade and commerce during the Middle Ages
		30	MS	B, D	6.6.4 Explain how the development of trade and taxation influenced economic growth in the ancient world
		31	MC	B	6.6.4 Explain how the development of trade and taxation influenced economic growth in the ancient world
		32	TEI	see TEI key	6.2.9 Describe the characteristics, significance, and influences of feudalism, the Crusades, and the growth of towns and cities through trade and commerce during the Middle Ages

Session	Set	Sequence	Item Type	Key	Primary Alignment
2	The Silk Road	33	MC	D	6.6.3 Describe the economic motivation for expanding trade and territorial conquests in world civilizations using economic concepts
		34	MC	C	6.6.2 Analyze the progression from barter exchange to monetary exchange
		35	MC	A	6.6.4 Explain how the development of trade and taxation influenced economic growth in the ancient world
		36	MC	B	6.6.4 Explain how the development of trade and taxation influenced economic growth in the ancient world
		37	ER	see rubric	6.6.4 Explain how the development of trade and taxation influenced economic growth in the ancient world
3	Achievements of Ancient China	38	MC	B	6.4.3 Explain the connection between physical geography and its influence on the development of civilization
		39	MC	C	6.2.8 Identify key characteristics of Chinese dynasties' political, economic, and social structures
		40	MC	A	6.2.8 Identify key characteristics of Chinese dynasties' political, economic, and social structures
		41	MS	C, E	6.2.8 Identify key characteristics of Chinese dynasties' political, economic, and social structures
		42	MC	D	6.2.8 Identify key characteristics of Chinese dynasties' political, economic, and social structures
		43	CR	see rubric	6.6.3 Describe the economic motivation for expanding trade and territorial conquests in world civilizations using economic concepts
3	Ancient Greece and the Birth of Democracy	44	MC	C	6.3.3 Compare and contrast physical and political boundaries of civilizations, empires, and kingdoms using maps and globes
		45	MS	D, F	6.5.1 Describe the essential elements of Greek city-state government that influenced the development of democracy
		46	MC	A	6.5.1 Describe the essential elements of Greek city-state government that influenced the development of democracy
		47	MC	B	6.5.1 Describe the essential elements of Greek city-state government that influenced the development of democracy
		48	MC	D	6.5.1 Describe the essential elements of Greek city-state government that influenced the development of democracy
		49	TEI	see TEI key	6.2.4 Describe the development of the Greek city-state, the culture and achievements of Athens and Sparta, and the impact of Alexander the Great's conquests on the spread of Greek culture

Session	Set	Sequence	Item Type	Key	Primary Alignment
3	Standalone Items	50	MC	B	6.2.2 Examine how the achievements of early humans led to the development of civilization
		51	MC	A	6.4.3 Explain the connection between physical geography and its influence on the development of civilization
		52	MC	C	6.2.6 Analyze the origin and spread of major world religions as they developed throughout history
		53	MC	B	6.5.2 Describe the government of the Roman Republic and how it influenced the development of democracy
		54	MC	C	6.5.2 Describe the government of the Roman Republic and how it influenced the development of democracy
		55	MC	D	6.2.10 Examine the significance of the people and ideas that influenced the Renaissance in Europe

Session 1 Item 5

Drag and drop **two** correct factors that influenced migration and settlement of early humans to areas with favorable climates and **two** correct effects of migration and settlement of early humans to areas with favorable climates into the concept map.

The interface shows a concept map with three main sections: 'Influential Factors', 'Migration and Settlement of Early Humans in Areas with Favorable Climates', and 'Effects'. The 'Influential Factors' section has two empty boxes. The 'Effects' section also has two empty boxes. A central box is labeled 'Migration and Settlement of Early Humans in Areas with Favorable Climates'. Arrows point from the 'Influential Factors' section down to the central box, and from the central box down to the 'Effects' section. To the right of the map is a list of seven statements: 'Early humans begin to farm and domesticate animals.', 'Early humans begin to establish settled communities.', 'Flooding increases as glaciers begin to melt.', 'The last major Ice Age occurs.', 'Early humans begin to develop new tools to navigate the oceans.', and 'A drop in sea levels reveals land routes.' A question mark icon is in the top right corner of the interface.

OK

Scoring for Session 1 Item 5

Influential Factors

The last major Ice Age occurs.

A drop in sea levels reveals land routes.

↓

Migration and Settlement of Early Humans in Areas with Favorable Climates

↓

Effects

Early humans begin to establish settled communities.

Early humans begin to farm and domesticate animals.

Flooding increases as glaciers begin to melt.

Early humans begin to develop new tools to navigate the oceans.

OK

Two points = four statements in the correct positions

One point = three or two statements in the correct positions

Zero points = one or zero statements in the correct positions

Scoring for Session 1 Item 11

Using the sources and your knowledge of social studies, describe **one** characteristic of the West African Kingdom of Mali and explain how that characteristic influenced trade in the kingdom.

Scoring Information	
Score Points	Description
2	Student's response correctly describes one characteristic of the West African Kingdom of Mali and correctly explains how that characteristic influenced trade in the kingdom.
1	Student's response correctly describes one characteristic of the West African Kingdom of Mali, but the response does not correctly explain how that characteristic influenced trade in the kingdom. OR Student's response does not correctly describe a characteristic of the West African Kingdom of Mali, but the response does correctly explain one way in which trade in the kingdom developed.
0	Student's response does not correctly describe one characteristic of the West African Kingdom of Mali or correctly explain one way in which trade in the kingdom developed. OR Student's response is blank, irrelevant, or too brief to evaluate.

Scoring Notes

Characteristics of the Kingdom of Mali and how each characteristic influenced trade in the kingdom:

- Many people were prosperous and successful.
 - Mali's wealthy ruler impressed other countries, increasing opportunities for trade.
 - Expensive trade goods were imported and enjoyed by the population.
- There were many merchants.
 - Some merchants traveled for trade and some remained in the kingdom to manage shops.
 - Many merchants sold or traded goods that were created by artisans from Mali.
- Mali had plentiful natural resources, such as gold.
 - Mali's resources were valuable and in high demand.
 - Nearby kingdoms wanted the goods and products made with Mali's resources, which encouraged trade.
- Islam expanded in the region.
 - Mosques attracted Muslim travelers who also participated in trade.
 - Muslim merchants from different parts of the kingdom traded with each other.

Accept other reasonable responses.

Student Responses for Session 1 Item 11

Prompt

Using the sources and your knowledge of social studies, describe **one** characteristic of the West African Kingdom of Mali and explain how that characteristic influenced trade in the kingdom.

Response 1

The one characteristic of the West African Kingdom of Mali is that there are a lot of gold mines in the area, which made the citizens there rich. It influenced trade because some people outside the country had things that the Kingdom of Mali needed and some people outside wanted some of the gold, so that made them trade.

Score: 2

The response earns a score of 2. It accurately describes one characteristic of the West African Kingdom of Mali, “there are a lot of gold mines in the area, which made the citizens there rich,” and fully explains how the gold mines encouraged trade within the kingdom.

Response 2

One characteristic of the West Africa Kingdom is the gold that was there. This made the kingdom rich and they could trade the gold for food, livestock, and more.

Score: 2

The response earns a score of 2. It correctly describes one characteristic of the West African Kingdom of Mali, “the gold that was there. This made the kingdom rich.” The response explains how that characteristic influenced trade in the kingdom, stating that “they could trade the gold for food, livestock, and more.”

Response 3

one characterstic in west africa that influenced trade in the kingdom is the amount of gold and salt mines around the kingdom.

Score: 1

The response earns a score of 1. It accurately describes one characteristic of the West African Kingdom of Mali, “the amount of gold and salt mines around the kingdom,” but it does not explain how that characteristic influenced trade in the kingdom.

Response 4

Mali was a powerful kingdom at that time. Because of Mali being a powerful kingdom, it attracted many merchants from all over the land. And with new merchants came new culture, items, and religion.

Score: 1

The response earns a score of 1. Although the response correctly identifies one characteristic of the West African Kingdom of Mali, “Mali was a powerful kingdom,” it does not describe that characteristic. The response does explain how that characteristic influenced trade in the kingdom: “it attracted many merchants from all over the land. And with new merchants came new culture, items, and religion.”

Response 5

Based on the sources I read I will describe one characteristic of the West African Kingdom of Mali and explain how that characteristic influenced trade in the kingdom. It says in source 4, "The original mosque was built during the thirteenth century, around 1240, when remained an important religious site as Islam became widely practiced throughout the kingdom".

Score: 0

The response earns a score of 0. It does not correctly describe one characteristic of the West African Kingdom of Mali or explain how that characteristic influenced trade in the kingdom. The response includes a quotation from Source 4 but does not show how that information relates to the prompt.

Session 1 Item 16

Many key events influenced the development of the Renaissance in Italy.

Drag and drop the **four** correct statements into the flow chart in chronological order from earliest to most recent to show the development of the Renaissance in Italy.



The Development of the Renaissance in Italy

Italian merchants engage in foreign trade.

↓

↓

↓

↓

Works of art and scientific discoveries flourish in Italian society.

The Catholic Church forces artists to focus on religious themes.

Banks are founded to help prosperous citizens manage their money.

Italian merchants and families earn large fortunes.

Architects travel to Greece in order to rebuild ancient buildings.

Wealthy merchants and families sponsor artists and scientists.

OK

Scoring for Session 1 Item 16

The Development of the Renaissance in Italy

Italian merchants engage in foreign trade.

↓

Italian merchants and families earn large fortunes.

↓

Banks are founded to help prosperous citizens manage their money.

↓

Wealthy merchants and families sponsor artists and scientists.

↓

Works of art and scientific discoveries flourish in Italian society.

The Catholic Church forces artists to focus on religious themes.

Architects travel to Greece in order to rebuild ancient buildings.

OK

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

Session 2 Item 32

Feudalism was a system that had benefits for both the nobility and peasants.

Drag and drop the phrases about feudalism into the correct columns of the chart to show **two** benefits of feudalism for the nobility and **two** benefits of feudalism for peasants.


?

Benefits of Feudalism for the Nobility	Benefits of Feudalism for Peasants

allowed them to focus on defense of a specific area

allowed them to disobey laws made by the monarch

provided them with land to grow crops

provided them with a steady supply of workers

provided them with military protection

allowed them to make treaties with foreign kings



Scoring for Session 2 Item 32


?

Benefits of Feudalism for the Nobility	Benefits of Feudalism for Peasants
allowed them to focus on defense of a specific area	provided them with land to grow crops
provided them with a steady supply of workers	provided them with military protection

allowed them to disobey laws
made by the monarch

allowed them to make treaties
with foreign kings

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 columns

Scoring for Session 2 Item 37

Based on the sources and your knowledge of social studies, analyze how the Silk Road affected the economic and social development of Europe and Asia.

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 Silk Road affected the economic and social development of Europe and Asia 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 Silk Road affected the economic and social development of Europe and Asia 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 Silk Road affected the economic and social development of Europe and Asia 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 how the Silk Road affected the economic and social development of Europe and Asia 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 Silk Road affected the economic and social development of Europe and Asia by encouraging the growth of cities. Cities along the Silk Road grew because they served as centers of trade. As people traded in cities, people from different places and cultures were introduced to new goods and ways of doing things. Foods, luxury items, medicines, construction techniques, and methods for producing and handling money are examples of things that were shared between people who met in cities along the Silk Road.
- The Silk Road affected the economic and social development of Europe and Asia by supporting job specialization. Participation in Silk Road trade caused merchants to encourage their home regions to produce more of the goods that they were best at producing and that people from other regions wanted. For example, China specialized in silk, jade, and other goods; India specialized in cotton textiles; the Middle East specialized in spices; and the Roman Empire specialized in glassware and food products such as olives and wine. This process encouraged further trade and economic growth along the Silk Road.
- The Silk Road affected the economic and social development of Europe and Asia by enabling people from a wide variety of places to exchange ideas as well as goods. As merchants met each other and traded along the Silk Road, they taught each other about ideas that were important to them, such as their different religious beliefs. In turn, this encouraged the spread of those beliefs. For example, Buddhism spread east from India to China and Japan, basically through word of mouth.

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

- The Silk Road covered an extremely large geographic area (Source 1).
- The Silk Road included a wide variety of regions, societies, and cities (Source 1).
- Participants in Silk Road trade gained exposure to and knowledge of foreign currencies (Source 2) and the rules and regulations of foreign governments (Source 3).
- Trading along the Silk Road had a far-reaching impact on the spread of ideas, inventions, devices, and techniques (Source 4).
- Participants in Silk Road trade increased their wealth and thus their ability to purchase and enjoy luxury goods created in other societies (Source 2 and Source 4).

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

- Religious ideas spread to new societies as people from European, African, and Asian cultures traveled to areas connected by the Silk Road.
- Slavery was supported as a result of the trading of enslaved people by Silk Road merchants.

Student Responses for Session 2 Item 37

Prompt

Based on the sources and your knowledge of social studies, analyze how the Silk Road affected the economic and social development of Europe and Asia.

Response 1

The Silk Road affected the economic and social development of Eurasia (Europe and Asia) in many ways. One way the Silk Road affected the economic development of Eurasia is by allowing them to expand trade with many countries, causing them to grow wealthier. Merchants traveling on different countries' grounds paid taxes for goods on their grounds. Source three shows that ancient China had customs posts where traders/merchants paid taxes. China could use the profits to benefit them. Another way the Silk Road affected Eurasia economically is by allowing countries' goods to be bought from farther places, making the rare goods more expensive in those places. Source one shows that Roman traders would have to travel a long distance to get silk from China themselves, so if silk from China was brought (or bartered, bought, or traded from another country) to Rome, it would be a very rare, making it's prices go up. However, traveling the Silk Road could be very dangerous, both in natural and human ways (such as sandstorms or bandits). With that being said, merchants could lose all of their wealth to negative affects of the Silk Road.

The Silk Road not only affected the development of Europe and Asia economically, but also socially. One way the Silk Road affected the social development of Eurasia is by spreading cultures from one country to another as merchants bought and sold goods from or to other countries. Source four states, "...the Silk Road enriched...the people of countries and cultures all across Eurasia." Another way the Silk Road affected Eurasia socially is by spreading a country's religious beliefs all across Europe and Asia. Sometimes merchants would tell Asian people about being Catholic and the bible and sometimes Asian merchants would tell them about being Hindi or a Buddhist. In conclusion, the Silk Road had a vital impact on Europe and Asia, both economically and socially.

Content: 4

Claims: 4

The response earns a score of 4 for content and a score of 4 for claims. It claims that the Silk Road affected the economic development of Eurasia by "allowing them to expand trade with many countries, causing them to grow wealthier" and affected the social development of Eurasia "by spreading cultures from one country to another." The response contains a wide range of ideas, including both positive and negative effects of the Silk Road, and presents ideas in a cohesive and logical manner. The response fully addresses all parts of the prompt and incorporates accurate information from outside knowledge (e.g., "such as sandstorms or bandits") and well-chosen evidence from the sources to support and develop the claims. It is apparent that the student processed the visual stimuli, as those sources are used effectively to support the claims (e.g., "Source one shows that Roman traders would have to travel a long distance to get silk from China themselves, so if silk from China was brought . . . to Rome, it would be a very rare, making it's prices go up").

Response 2

The Silk Road has had a major impact on the economy, or wealth, of Europe and Asia. Many traders came from different countries to trade upon the Silk Road. You can see how many areas in Europe and Asia traded along the route. The trade route was extremely large and many people, merchants or traders, used the route. Due to all of the people from different regions, the Silk Road became a massive impact on some of the areas' wealth. From all the merchants, or traders, it would be quite obvious if the prices were good, that the major trading areas would become wealthy. As you can see from Source 1, the major routes of the Silk Road were large. Some of them spreading across all of Asia. Even some routes were in the seas, which is represented by blue lines. Even though it's not said in any of the sources, many countries want to have China's envious silk, hence, the Silk Road. Since so many people wanted that Silk, China could demand great prices for the silk. That being a huge benefactor for China. The Silk Road enriched many people of many different countries, some with actual money and some with cultural influences.

The Silk Road helped accomplish many parts of Europe and Asia's cultural development as well. Seeing that many people used the routes, their own culture would usually end up spreading in the places they had traded with. Language would have spread greatly amongst Asian and English traders. Having to understand one another, they'd have to gather some basic knowledge on the other's language. People of Emperor Khan's dominions would have to spread the idea of paper money, you can see this in Source 2. It stated, "[This] paper currency is circulated in every part of the grand khan's dominions," dominions meaning kingdoms. If his ruling was so great, obviously his idea of paper money would spread. Trade from all the regions would have also allowed different religions to spread as well. Trade from India would cause some uprise in Buddhism letting it spread east, routes around Jerusalem would let Judaism spread southeast, and so much more.

In conclusion, the Silk Road was an extreme factor in the success of economics and social developments of Europe and Asia. It allowed culture to spread, inventions, ideas, materials, and more to spread. It let countries discover new things about surrounding countries, and brought wealth to most of the merchants.

Content: 4**Claims: 3**

The response earns a score of 4 for content and a strong score of 3 for claims. It asserts that the Silk Road significantly helped the social and economic development of Europe and Asia. The response claims that the Silk Road allowed places to establish and expand wealth and also enriched and supported the spread of cultures. The student supports and develops the claims with relevant evidence from the sources, sound analyses, and thoughtful connections. To earn a score of 4 for claims, the response would need to present more precise claims. Ample, accurate information from outside content knowledge is woven into the response in a fluid manner, including references to Chinese silk and the spread of religions (e.g., "Trade from India would cause some uprise in Buddhism letting it spread east, routes around Jerusalem would let Judaism spread southeast, and so much more"). The response fully answers all parts of the prompt, addressing how the Silk Road affected both economic and social development.

Response 3

The Silk Road was the road of trade. It wasn't just the trade of goods, but the trade of ideas.

One way the Silk Road affected the social development of Europe and Asia is that they can spread their cultures with other cultures. This is called cultural diffusion. Socially, religion was spread, like Buddhism. For example, Buddhism was a popular religion in India. This religion traveled through out China because of the Silk Road. John Major, from source 4, stated, " Ideas, inventions, devices and techniques spread readily and far along the Silk Road, and the traffic was ... a multi-way street."

Economically, the countries of Eurasia procured resources that weren't available in their own countries. Intricate glass from Rome was traded for jade and horses from China. China set up many customs posts along the Silk road as stated in Source 3. At these places, traders paid taxes and terifs on goods.

Content: 3

Claims: 3

The response earns a score of 3 for content and a score of 3 for claims. It claims that trade on the Silk Road allowed Europe and Asia to “spread their cultures with other cultures” and that, “[e]conomically, the countries of Eurasia procured resources that weren’t available in their own countries.” The response provides sufficient, appropriate evidence from the sources to support the claims and offers some general explanations. To earn a score of 4 for claims, the response would need to provide more extensive and cohesive development of the claims. The student incorporates outside knowledge into the response, including content-specific vocabulary (e.g., cultural diffusion) and references to the spread of Buddhism and specific trade goods. To receive a 4 for content, this response would need to integrate more evidence from the sources as well.

Response 4

The Silk Road affected the economic and social development of Europe and Asia by expanding trade greatly, as shown in source 1, where you can see many major routes that the Silk Road has. It also grew Europe and Asia socially, as shown in source 4, as it says that, "Ideas, inventions, devices and techniques spread readily and far along the Silk Road, and the traffic was . . . a multi way street." This quote shows that the Silk Road not only was trading goods such as crops and spices, but also causing cultural diffusion. This is because the people who came to trade on the Silk Road not only got the goods from whoever was trading them, but also got to see Chinese culture from the traders themselves. The Chinese also got to see culture from all around the world thanks to the success of the Silk Road.

Content: 2

Claims: 3

The response earns a score of 2 for content and a score of 3 for claims. It claims that "[t]he Silk Road affected the economic and social development of Europe and Asia by expanding trade greatly" and that "[i]t also grew Europe and Asia socially." The response includes evidence from two of the sources to support the claims, but primarily focuses on the development of the social aspect of the claim. To earn a higher score for claims, the response would need to provide more thorough support and development for the economic aspect of the claim. The response incorporates some information from prior knowledge beyond what is presented in the sources and does not contain any significant errors. To receive a higher score for content, the response would need to more fully address the prompt and include more information from outside knowledge and the sources.

Response 5

The Silk Road had a great impact on Europe and Asia's economic and social development. The Silk Road was a great way to trade different culture's goods and ideas.

Europe and Asia were able to get goods and resources not available where they live. From trading they got cultural items they might have had interest in. This led to them diversifying their culture with the goods they got from the places they traded with. For example, in source 2 it states, "they can dispose of it again in the purchase of merchandise . . . such as pearls, jewels, gold, or silver."

The Silk Road also exchanged ideas with Europe and Asia. The Silk Road was not only for trading goods. As they traded they interacted with the other merchants and exchanged ideas. While with other cultures, they've collected information about their traditions, religions, practices, and much more about them. In source 4 it states from an essay, "In the process of the Silk Road enriched not just the merchants who carries and exchanged goods, but the people of countries and cultures all across Eurasia."

Content: 2

Claims: 2

The response earns a score of 2 for content and a score of 2 for claims. It makes the claims that "Europe and Asia were able to get goods and resources not available where they live" and "[a]s they traded they interacted with the other merchants and exchanged ideas." The second paragraph of the response contains imprecise evidence from Source 2 and an unclear explanation that shows a possible misunderstanding of the difference between goods and culture. The final paragraph is more clear and cohesive, but provides only limited analysis and development.

Response 6

The Silk Road affected the economy and social development in Europe and Asia by providing more jobs and getting access to new knowledge, religion, and inventions, plus more wealth. I say these reasons because as stated in source 4 "ideas, inventions, devices, and techniques spread readily and far along the silk...the silk road influenced countries and cultures all across Eurasia [Europe and Asia].

Caravans traveled by camel, thousands of miles. As they learned lots of information from other countries they also traded their own stuff.

Content: 2

Claims: 1

The response earns a score of 2 for content and a score of 1 for claims. It makes the claim that "[t]he Silk Road affected the economy and social development in Europe and Asia by providing more jobs and getting access to new knowledge, religion, and inventions, plus more wealth." The response provides a quote from Source 2 and some outside content knowledge to support the claim, but offers vague and incomplete explanations.

Response 7

The Silk Road is a famous trade route that starts in China and stretches all the way to Rome. The Silk Road affected the social and economic development of Europe and Asia. The Silk Road affected the economic and social development of Asia and Europe. The Silk Road affected it because the people who used the trade route had to pay taxes and where ever the custom post was placed they got the money and started to become wealthy. The text states, "Customs posts were placed where traders paid taxes and tariffs on goods." That showed how the taxes they payed affected the economic and social development of Asia and Eurpoe. The Silk Road affected the economic and social development of Europe and Asia. The taxes they payed to the custom post affected Asia and Eurpoed.

Content: 1

Claims: 1

The response earns a score of 1 for content and a score of 1 for claims. It partially addresses the prompt, with the claim that the Silk Road affected the economic and social development of Asia and Europe “because the people who used the trade route had to pay taxes and where ever the custom post was placed they got the money and started to become wealthy.” The response contains little information from outside knowledge or evidence from the sources to support the claim, and much of the provided information and evidence lacks clear and cohesive analysis.

Response 8

The Silk Road affected the economic and social developepment of Europe and Asia because the Silk Road provided material and other goods they didn't have. For example, they didn't have silk, so they traded with China for the silk.

Content: 1

Claims: 0

The response earns a score of 1 for content and a score of 0 for claims. It minimally addresses the prompt and does not clearly make a claim that focuses on how the Silk Road affected the development of Europe and Asia. Although the response is extremely short, it does show a limited understanding of the effects of the Silk Road by expressing that China had silk that others desired, which resulted in trade.

Response 9

The silk road "ideas invention devices and techniques spread feadily and far along the silk road and the teaffic was....a mulit was street in the process the silk road enriched not just the merchants who carried all across eurasia."

Content: 0

Claims: 0

The response earns a score of 0 for content and a score of 0 for claims. It does not present a claim or clearly address the prompt. The response is mostly copied text from Source 4 without any analysis in the student's own words. It does not demonstrate a minimal understanding of the topic.

Scoring for Session 3 Item 43

Over time, the Zhou Dynasty expanded its territory to include other lands and populations.

Using the sources and your knowledge of social studies, explain **two** different ways the Zhou Dynasty increased its economic power by expanding its territory.

Scoring Information	
Score Points	Description
2	Student's response correctly explains two different ways the Zhou Dynasty increased its economic power by expanding its territory.
1	Student's response correctly explains one way the Zhou Dynasty increased its economic power by expanding its territory.
0	Student's response does not correctly explain a way the Zhou Dynasty increased its economic power by expanding its territory. OR Student's response is blank, irrelevant, or too brief to evaluate.

Scoring Notes:

Ways the Zhou Dynasty increased its economic power by expanding its territory:

- Territorial expansion increased the number of people living under Zhou rule who were obligated to pay taxes to the dynasty.
- Territorial expansion increased the number of opportunities to trade products created by Zhou artisans.
- Territorial expansion increased the amount of agricultural land available to grow crops that could feed the dynasty's growing population.
- Territorial expansion moved the borders farther from the dynasty's center, providing security and physical space in which the economy was able to grow.
- Territorial expansion encouraged the production and use of coins throughout the dynasty, promoting economic efficiency and growth.
- Territorial expansion made people feel proud to be a part of such a powerful society. This pride made people want to support their leaders and participate in the growing economy.
- Territorial expansion spread the dynasty's ideal of working hard and prospering.

Accept any other reasonable response.

Student Responses for Session 3 Item 43

Prompt

Over time, the Zhou Dynasty expanded its territory to include other lands and populations.

Using the sources and your knowledge of social studies, explain **two** different ways the Zhou Dynasty increased its economic power by expanding its territory.

Response 1

When the Zhou dynasty expanded its territory, it gave itself more space to farm. The more space to farm, the more you farm. The production of food would increase and the sale of food would increase. The more territory they got, the better living conditions became for peasants. Source 2 states, " Practice of dividing geographic areas into sections of land that were granted by lords to peasants..." More land you have, the more land to divide. This decreased the chance of rebellion. By expanding their territory, the Zhou dynasty opened themselves up to numerous trade options and allowed foriegn ideas to be integrated into their society.

Score: 2

The response earns a score of 2. It fully and accurately explains two different ways that the Zhou Dynasty increased its economic power by expanding its territory: "When the Zhou dynasty expanded its territory, it gave itself more space to farm. The more space to farm, the more you farm. The production of food would increase and the sale of food would increase." and "By expanding their territory, the Zhou dynasty opened themselves up to numerous trade options." The student uses the sources and content knowledge acquired through instruction to support the response.

Response 2

The zhou increased its power by expanding. It increased power by giving more access to trade routes, which brought wealth, and adding more land to farm on and therefore make money off of.

Score: 2

The response earns a score of 2. It accurately explains two different ways that the Zhou Dynasty increased its economic power by expanding its territory: "by giving more access to trade routes, which brought wealth," and by "adding more land to farm on and therefore make money off of."

Response 3

Two different ways the Zhou dynasty increased its economic power by expanding its territory are through implementing ways they could earn money through the locals. The more land you have, the more people you have, and the more people, the more taxes you can collect. This means more economic growth.

Score: 1

The response earns a score of 1. It correctly explains that one way the Zhou Dynasty increased its economic power by expanding its territory was “through implementing ways they could earn money through the locals” by collecting taxes.

Response 4

One way the Zhou dynasty increased its economy's power by expanding its territory is that it had more people to do more manual labor. With more people doing jobs and building things others had the chance to work on different things and ways to conquer more land. Also, they could improve their armies and build better palaces and religious temples. They could also build buildings in their newly conquered land for their newly conquered people.

Score: 1

The response earns a score of 1. It explains one way that the Zhou Dynasty increased its economic power by expanding its territory: “it had more people to do more manual labor.”

Response 5

The Zhou dynasty increased it's economic power because they didn't use violence. Also the people had to work hard and prosper.

Score: 0

The response earns a score of 0. It attempts to identify ways the Zhou Dynasty increased its economic power, “they didn’t use violence” and “the people had to work hard and prosper,” but it does not provide an explanation or address the “by expanding its territory” component of the prompt.

Session 3 Item 49

Drag and drop the descriptions into the chart to show the strengths and weaknesses of ancient Athens. There are **two** correct strengths and **two** correct weaknesses.


?

Strengths of Ancient Athens	Weaknesses of Ancient Athens

The empire was spread over a large area.

Citizens controlled decision-making.

Many people were denied citizenship.

Women participated in public life.

Intellectual accomplishments were given little value.

The navy protected trade.

OK

Scoring for Session 3 Item 49

Strengths of Ancient Athens	Weaknesses of Ancient Athens
Citizens controlled decision-making.	The empire was spread over a large area.
The navy protected trade.	Many people were denied citizenship.
	Women participated in public life.
	Intellectual accomplishments were given little value.

OK

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