## Item #1—

## This test item measures Economics Standard #3 (Grade 6-8 cluster):

***Students will demonstrate the ways in which the means of production, distribution, and exchange in different economic systems have a relationship to cultural values, resources, and technologies.***

**Work Hours Required to Produce 100 Bushels of Wheat**

| Year | Work Hours |
|---|---|
| 1800 | 373 |
| 1940 | 47 |
| 1970 | 7 |

**What would be the relationship between technology and the trend shown on the chart? Explain your answer.**

**Scoring Tool:**

**Stem Statement:** This response gives evidence of the student's ability to demonstrate the ways in which the means of production in different economic systems have a relationship to technology.

**Score Point 2** - This response gives a valid relationship with a relevant and accurate explanation.

**Score Point 1** - This response gives a valid relationship with an inaccurate, irrelevant, or no explanation.

**Score Point 0** - Inaccurate response.

This economics standard for kindergarten through grade twelve establishes the expectation that students understand the different types of economic systems and how they change. Instruction for this standard is broken down into levels of performance identified for each of the four grade clusters. In grades K-3, the focus is on human wants and the various resources and strategies used to satisfy these wants over time. Instruction in grades 4-5 focuses on the different means of production, distribution, and exchange used within the economic systems in different times and places. Instruction for students in grades 6-8 then uses this foundation of knowledge and understanding as the focus shifts to the relationship of cultural values, resources, and technologies to how goods and services are produced, distributed, and exchanged in different economic systems. When students move to the high school cluster, this instruction will become the foundation for the final step in understanding this standard.

This test item focuses on technology and asks students to look at the information presented on the chart (the number of work hours required to produce 100 bushels of wheat) and to first give the relationship between technology and the production trend in the chart. The student should then explain that relationship.

The scoring of this item begins with the question: ***Did the student answer the question?*** This means, does the response reflect that the student did answer this question? The next step in scoring is the question: ***Does the student response indicate some understanding of the standard identified in the stem statement of the scoring tool?***

> **Stem Statement:** This response gives evidence of the student's ability to demonstrate the ways in which the means of production in different economic systems have a relationship to technology.

The final step in scoring is to use the description of the Score Point 2 and the description of the Score Point 1 to determine the score for the student response.

> **Score Point 2** - This response gives a valid relationship with a relevant and accurate explanation.
>
> **Score Point 1 –** This response gives a valid relationship with an inaccurate, irrelevant, or no explanation.

The responses that follow are provided here in alphabetical order (excluding “the” as the first word).

Please record your scoring of these responses, based on the rubric above.

| Grade 8 - Economics | | score | | |
|---|---|---|---|---|
| # | first words | 2 | 1 | 0 |
| 1 | as technology became | | | |
| 2 | the chart show | | | |
| 3 | from the year | | | |
| 4 | I see the | | | |
| 5 | the more technology | | | |
| 6 | new technology makes | | | |
| 7 | now we have | | | |
| 8 | the relationship between | | | |
| 9 | the trend on | | | |
| 10 | when we got | | | |

As technology became better less labour was needed to produce as much as the machines did most of the work

The chart shows: as the years go on, technology increases, decreasing labor. Technology in 1800 was very little; it took us 373 hours to produce 100 bushels of wheat. In 1940, though, technology was rising and it took 47 hours to produce 100 bushels of wheat; which is a lot faster. Then, in 1970, technology was really up and running. It took only seven hours to produce 100 bushels of wheat. From 1800 to 1940 to 1970, technology had risen a lot and it will keep rising.

From the year 1800 to 1970, they had invented machines to help the people more faster. In the 1800's they had to do it all by hand because they had no machine help. By 1970 it took less hours because they got machine help

I see the in year 1800 only 373 hours was work hours and in 1940, it was only 47 and 1970 only 7 well it looks (like) like the hours of work has been decreased

The more technology there is, the less a person has to work to do the same task. Technology helps by making things easier with less labor involved. This chart shows how the time it takes to make 100 bushels of wheat decreases as new technology is invented.

New technology makes
wheat production faster
and easier.

Now we have machines to do all of this.

The relationship between technology and the trend is that as more technology there is the less people there will be to work.

The trend on the chart shows that each increase of years decreased the work hours to produce 100 buskels of wheat. It is because technology made machines to chop down and sort the wheat. Using machines takes a lot less time then by hand. So the invention of machines in technology lessened the work hours.

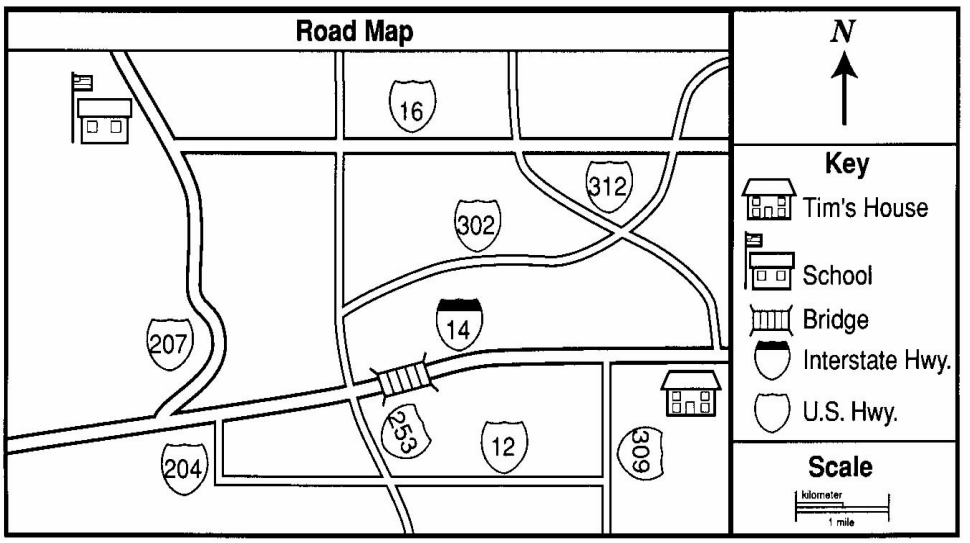
When we got better technology things took less time

## Item #2—

## This test item measures Geography Standard #1 (Grade K-3 cluster):

***Students will understand the nature and uses of maps, globes, and other geo-graphics.***

**Tim's mother takes him to school each morning. She drives west on Interstate Hwy. 14 and then north on U.S. Hwy. 207. For a week the bridge on Interstate Hwy. 14 will be closed. She must plan a new route for the drive to school.**




**Use the map to write directions for a new route to school. Explain why you chose this route.**

**Scoring Tool:**

**Stem Statement:** This response gives evidence of the student's ability to understand the nature and uses of maps.

**Score Point 2 –** This response gives a valid set of directions with an accurate and relevant explanation.

**Score Point 1 –** This response gives a valid set of directions with an inaccurate, irrelevant, or no explanation.

**Score Point 0 –** Inaccurate response.

This geography standard for kindergarten through grade twelve establishes the expectation that students develop a personal geographic framework, or "mental map," and understand the uses of maps and other geo-graphics. Instruction for this standard is broken down into levels of performance identified for each of the four grade clusters. In grades K-3, the focus of understanding is the nature and uses of maps, globes, and other geo-graphics (tools for interpreting geography). Instruction for students in grades 4-5 then uses this foundation of knowledge and understanding as the focus shifts to the development of mental maps of Delaware and the United States which include the relative location and characteristics of major physical features, political divisions, and human settlements. When students move to the middle and high school clusters, this instruction from K-3 and 4-5 will become the foundation for the final step in understanding this standard.

This test item asks students to use map skills to determine and write directions for a new route to school because a highway on the usual route (described in the item) has been closed. Students would then explain why they chose the new route.

The scoring of this item begins with the question: ***Did the student answer the question?*** This means, does the response reflect that the student did answer the question? The next step in scoring is the question: ***Does the student response indicate some understanding of the standard identified in the stem statement of the scoring tool?***

> **Stem Statement:** This response gives evidence of the student's ability to understand the nature and uses of maps.

The final step in scoring is to use the description of the Score Point 2 and the description of the Score Point 1 to determine the score for the student response.

> **Score Point 2 –** This response gives a valid set of directions with an accurate and relevant explanation.
>
> **Score Point 1 –** This response gives a valid set of directions with an inaccurate, irrelevant, or no explanation.

The responses that follow are provided here in alphabetical order (excluding "go" as the first word).

Please record your scoring of these responses, based on the rubric above.

| Grade 4 - Geography | | score | | |
|---|---|---|---|---|
| # | | 2 | 1 | 0 |
| 1 | Another route Tim's | | | |
| 2 | came done the | | | |
| 3 | go north on route | | | |
| 4 | Go on route 312 | | | |
| 5 | She could move | | | |
| 6 | Tim's mother could | | | |
| 7 | go to 312 | | | |
| 8 | Go west on Hwy | | | |
| 9 | You take rt | | | |

Another route Tim's mother can take is route 312 and then she can take route 16. I chose this route because if you take route 12 it will take longer. And if it takes longer Tim will be late for class.

came done the rode cose
the brige make a right
and thin make a Laf
and you are thir

go north on route 312. Then go weston route 16 and youareat school, becase I just looked at the mapand thought of it.

Go on route 312 then turn left on route 16 then turn right on route 207 and you will be at school.

She could move back to route 207 and make a turn go up and you are at Tim's school

Tim's mother could take U.S. Hwy. 312 then take U.S. Hwy. 16. I chose that way because it is shortist

go to 312 the go to 16

Go west on Hwy 14. But don't go on the bridge go on Hwy. 309. Then go west on Hwy. 12. Then go on Hwy. 204 then go west and go on Hwy. 207. I chose to do it this way because you can still get to school and you don't go the bridge. Also it is a little bit closer.

You take rt 312 then get off and goto rt 16 and go strait to school. I took this route because if you can't take RT 14 That the fastst way to go.