



## Practice Test Answer and Alignment Document

### Social Studies: Grade 8

### Online

The following pages include the answer key for all machine-scored items. Refer to the separate rubric documents for all hand-scored items as indicated in the answer key.

#### Section 1

Item Number	Answer Key	Indicator
1.	C	Students will evaluate the impact of the Constitution on the structure of the United States government.
2.	C	Students will evaluate the short and long term impact of government decisions made during Federalist administrations.
3.	A	Students will evaluate the effectiveness of the United States government in protecting the rights of individuals and groups during the Civil War.
4.	A	Students will evaluate the short and long term impact of government decisions made during Federalist administrations.

## Section 1 Continued

Item Number	Answer Key	Indicator
5.	The column titled "Goals of the Sugar Act" should contain the phrases [stopped illegal smuggling] and [raised money for the British] in either location. The column titled "Colonial Response to the Sugar Act" should contain the phrase [boycotted British goods].	Students will evaluate the significance of the end of salutary neglect as a turning point in American History.
6.	C	Students will explain how the United States government protected or failed to protect the rights of individuals and groups.
7.	B	Students will examine the institution, conditions, and expansion of slavery while analyzing methods of social and political resistance.
8.	A	Students will analyze the influence of industrialization, technological, and demographic changes on society.
9.	B	Students will evaluate the effectiveness of the United States government in protecting the rights of individuals and groups during the Civil War.
10.	Refer to 4 Point Rubric for Content CRs.	Students will analyze the causes and consequences of the conflict among and between American Indians and European colonies.

## Section 1 Continued

Item Number	Answer Key	Indicator
11.	B	Students will analyze the political, economic, and social goals of Reconstruction.
12.	C	Students will evaluate the political, social, and economic impact of westward expansion on individuals and groups.
13.	<p>The two phrases to describe the negative impacts of Manifest Destiny are:</p> <ul style="list-style-type: none"> <li>• the reduction of the buffalo population</li> <li>• the increase in conflicts with American Indians</li> </ul>	Students will evaluate the political, social, and economic impact of westward expansion on individuals and groups.
14.	A	Students will evaluate the historical significance of the Louisiana Purchase on the United States.
15.	B	Students will evaluate the relative importance of key factors that led to an American victory in the Revolutionary War.
16.	A	Students will evaluate the reasons for the development of the United States Constitution.
17.	D	Students will analyze the causes and consequences of the conflict among and between American Indians and European colonies.

## Section 1 Continued

Item Number	Answer Key	Indicator
18.	<p>The top box should contain the statement [women have no voice in the government].</p> <p>The bottom box should contain the statement [colleges do not admit women].</p>	Students will analyze the impact of antebellum reform movements on American politics and society.
19.	C	Students will evaluate the impact of the Constitution on the structure of the United States government.
20.	D	Students will analyze the impact of antebellum reform movements on American politics and society.
21.	C	Students will evaluate the political, economic, and social impact of Jacksonian Democracy.
22.	<p>The two statements that <b>best</b> reflect the main goals of the Homespun Movement are:</p> <ul style="list-style-type: none"> <li>• We must make our own coats to protect our freedom.</li> <li>• We will not buy goods imported from Great Britain.</li> </ul>	Students will evaluate the significance of the end of salutary neglect as a turning point in American History.
23.	B	Students will analyze the influence of industrialization, technological, and demographic changes on society.
24.	C	Students will evaluate the reasons for the development of the United States Constitution.
25.	B	Students will analyze factors affecting the outcome of the Civil War.

## Section 2

Item Number	Answer Key	Indicator
1.	D	Students will evaluate the causes of the Civil War.
2.	B	Students will evaluate the political, economic, and social impact of Jacksonian Democracy.
3.	C	Students will analyze the political, economic, and social goals of Reconstruction.
4.	The two items associated with the excerpt are: <ul style="list-style-type: none"> <li>• judicial review</li> <li>• <i>Marbury v. Madison</i> (1803)</li> </ul>	Students will evaluate the short and long term impact of government decisions made during Federalist administrations.
5.	Refer to 2 Point Rubric for EBAS CRs.	Evaluating sources
6.	In Part A, the sources may be described as either [similar] or [different]. The choice in Part A must be justified in the written response of Part B. Refer to 2 Point Rubric for EBAS CRs.	Evaluating sources
7.	Refer to 2 Point Rubric for EBAS CRs.	Evaluating sources
8.	In Part A, any detail may be selected. The detail selected in part A must be justified in the written response of Part B. Refer to 2 Point Rubric for EBAS CRs.	Evaluating sources
9.	Refer to 4 Point Rubric for EBAS CRs.	Constructing arguments using evidence from multiple sources.

### Section 3

Item Number	Answer Key	Indicator
1.	C	Students will analyze the emerging foreign policy of the United States.
2.	B	Students will analyze factors affecting the outcome of the Civil War.
3.	C	Students will evaluate the historical significance of the Louisiana Purchase on the United States.
4.	B	Students will analyze the emerging foreign policy of the United States.
5.	<p>The statement "The War of 1812 ends" should be followed by [nationalism increases].</p> <p>The statement "The U.S. government decides to transform the economy" should be followed by [improves transportation systems].</p>	Students will analyze the emerging foreign policy of the United States.
6.	B	Students will evaluate the relative importance of key factors that led to an American victory in the Revolutionary War.
7.	C	Students will evaluate the significance of the end of salutary neglect as a turning point in American History.
8.	B	Students will evaluate the short and long term impact of government decisions made during Federalist administrations.

### Section 3 Continued

Item Number	Answer Key	Indicator
9.	D	Students will evaluate the historical significance of the Articles of Confederation.
10.	Refer to 4 Point Rubric for Content CRs.	Students will analyze the political, economic, and social goals of Reconstruction.
11.	D	Students will analyze the political, economic, and social goals of Reconstruction.
12.	B	Students will evaluate the effectiveness of the United States government in protecting the rights of individuals and groups during the Civil War.
13.	The two regions where the Kansas-Nebraska Act of 1854 addressed slavery are regions 2 and 3.	Students will evaluate the causes of the Civil War.
14.	A	Students will evaluate the impact of the Constitution on the structure of the United States government.
15.	A	Students will examine the institution, conditions, and expansion of slavery while analyzing methods of social and political resistance.

## Section 3 Continued

Item Number	Answer Key	Indicator
16.	A	Students will evaluate the historical significance of the Articles of Confederation.
17.	C	Students will analyze the impact of antebellum reform movements on American politics and society.
18.	<p>The two statements that reflect the key components of Manifest Destiny are:</p> <ul style="list-style-type: none"> <li>• The expansive future is our arena.</li> <li>• The far-reaching, the boundless future will be the era of American greatness.</li> </ul>	Students will evaluate the political, social, and economic impact of westward expansion on individuals and groups.
19.	A	Students will evaluate the significance of the end of salutary neglect as a turning point in American History.
20.	D	Students will evaluate the political, social, and economic impact of westward expansion on individuals and groups.
21.	A	Students will evaluate the historical significance of the Articles of Confederation.



### Section 3 Continued

Item Number	Answer Key	Indicator
22.	<p>The first box under “American Indian goals during the American Revolution” should contain the statement [maintain access to trade and supplies].</p> <p>The last box should contain the statement [American Indian confederacies break down].</p>	<p>Students will evaluate the relative importance of key factors that led to an American victory in the Revolutionary War.</p>
23.	A	<p>Students will evaluate the political, social, and economic impact of westward expansion on individuals and groups.</p>
24.	D	<p>Students will explain how the United States government protected or failed to protect the rights of individuals and groups.</p>
25.	C	<p>Students will explain how the United States government protected or failed to protect the rights of individuals and groups.</p>

## Section 4

Item Number	Answer Key	Indicator
1.	A	Students will analyze the influence of industrialization, technological, and demographic changes on society.
2.	C	Students will evaluate the political, economic, and social impact of Jacksonian Democracy.
3.	B	Students will analyze how the Bill of Rights resolved the issues over the ratification of the Constitution.
4.	<p>The column titled "Parts of the Constitution that Limit Freedoms" should contain the phrase [Three-Fifths Compromise].</p> <p>The column titled "Parts of the Constitution that Limit Government" should contain the phrase [separation of powers].</p>	Students will evaluate the reasons for the development of the United States Constitution.
5.	Refer to 2 Point Rubric for EBAS CRs.	Evaluating sources
6.	<p>In Part A, the source may be described as either [more useful] or [less useful].</p> <p>The choice in Part A must be justified in the written response of Part B.</p> <p>Refer to 2 Point Rubric for EBAS CRs.</p>	Evaluating sources

## Section 4 Continued

Item Number	Answer Key	Indicator
7.	In Part A, the sources may be described as either [similar] or [different]. The choice in Part A must be justified in the written response of Part B. Refer to 2 Point Rubric for EBAS CRs.	Evaluating sources
8.	D, E	Evaluating sources
9.	Refer to 4 Point Rubric for EBAS CRs.	Constructing arguments using evidence from multiple sources.