

# **SOCIAL STUDIES**

# **Grade 8**

**2015 Released Test Questions**

# **TEST ADMINISTRATOR**

# **INSTRUCTIONS**

### Question 1

Grade	8	Subject	Social Studies	Question	1
<b>Reporting Category 4</b>	Economics, Science, Technology and Society: The student will demonstrate an understanding of economic and technological influences on historical issues and events.				
<b>Knowledge and Skill Statement 8.14</b>	The student understands the origins and development of the free enterprise system in the United States.				
<b>Essence Statement</b>	Recognizes the development of the free-enterprise system in the United States.				
<b>Prerequisite Skill</b>	describe ways that families meet basic human needs (1)				

### Question 2

Grade	8	Subject	Social Studies	Question	2
<b>Reporting Category 4</b>	Economics, Science, Technology and Society: The student will demonstrate an understanding of economic and technological influences on historical issues and events.				
<b>Knowledge and Skill Statement 8.14</b>	The student understands the origins and development of the free enterprise system in the United States.				
<b>Essence Statement</b>	Recognizes the development of the free-enterprise system in the United States.				
<b>Prerequisite Skill</b>	distinguish between producing and consuming (2)				

### Question 3

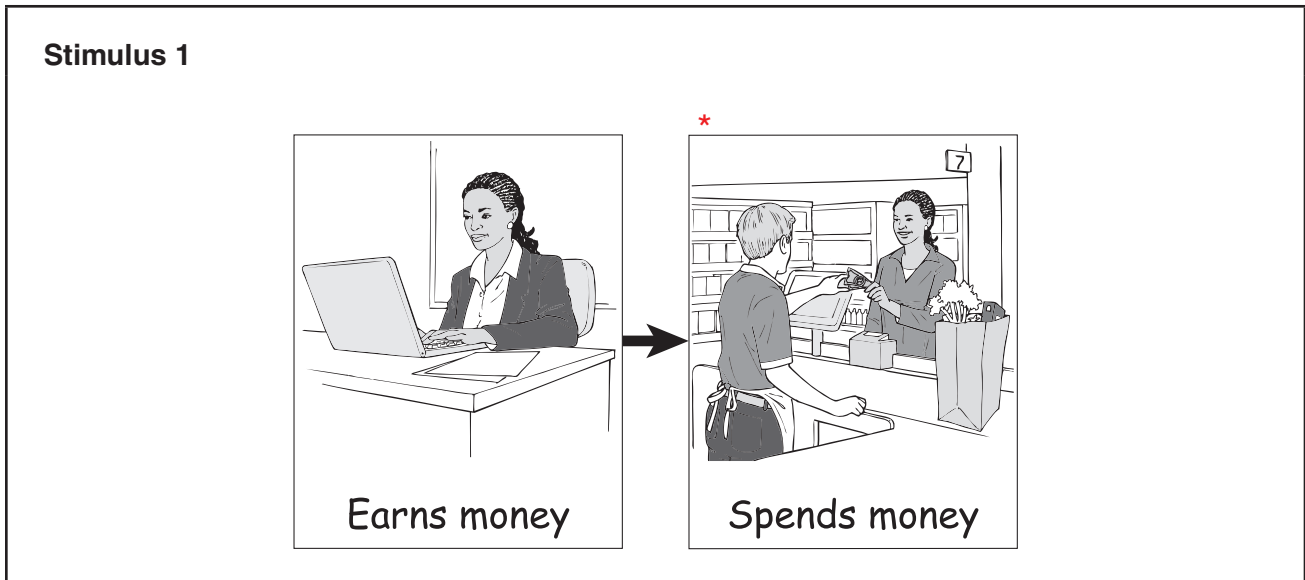
Grade	8	Subject	Social Studies	Question	3
<b>Reporting Category 4</b>	Economics, Science, Technology and Society: The student will demonstrate an understanding of economic and technological influences on historical issues and events.				
<b>Knowledge and Skill Statement 8.14</b>	The student understands the origins and development of the free enterprise system in the United States.				
<b>Essence Statement</b>	Recognizes the development of the free-enterprise system in the United States.				
<b>Prerequisite Skill</b>	explain how supply and demand affect the price of a good or service (3)				

## Question 4

<b>Grade</b>	8	<b>Subject</b>	Social Studies	<b>Question</b>	4
<b>Reporting Category 4</b>		Economics, Science, Technology and Society: The student will demonstrate an understanding of economic and technological influences on historical issues and events.			
<b>Knowledge and Skill Statement 8.14</b>		The student understands the origins and development of the free enterprise system in the United States.			
<b>Essence Statement</b>		Recognizes the development of the free-enterprise system in the United States.			
<b>Prerequisite Skill</b>		describe how the free enterprise system works, including supply and demand (4)			

## Presentation Instructions for Question 1

- Present Stimulus 1.
- Direct the student to Stimulus 1. *Communicate:* **A woman earns money by working in an office. Then she spends the money on food for her family.**
- *Communicate:* **Find the woman spending money on food for her family.**



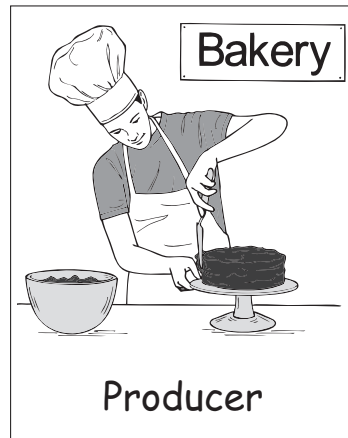
### Scoring Instructions

Student Action		Test Administrator Action
If the student finds the woman spending money,	➡	mark <b>A</b> for question 1 and move to question 2.
If the student does not find the woman spending money,	➡	<ul style="list-style-type: none"> <li>• remove the stimulus;</li> <li>• wait at least five seconds; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After the five-second wait time, if the student finds the woman spending money,	➡	mark <b>B</b> for question 1 and move to question 2.
After the five-second wait time, if the student does not find the woman spending money,	➡	mark <b>C</b> for question 1 and move to question 2.

## Presentation Instructions for Question 2

- Present Stimulus 2a and 2b.
- Direct the student to Stimulus 2a. Communicate: **A baker makes a cake to sell. The baker is a producer. A woman buys the cake to eat. The woman is a consumer.**
- Direct the student to each answer choice in Stimulus 2b.
- Communicate: **Find the consumer.**

### Stimulus 2a



### Stimulus 2b



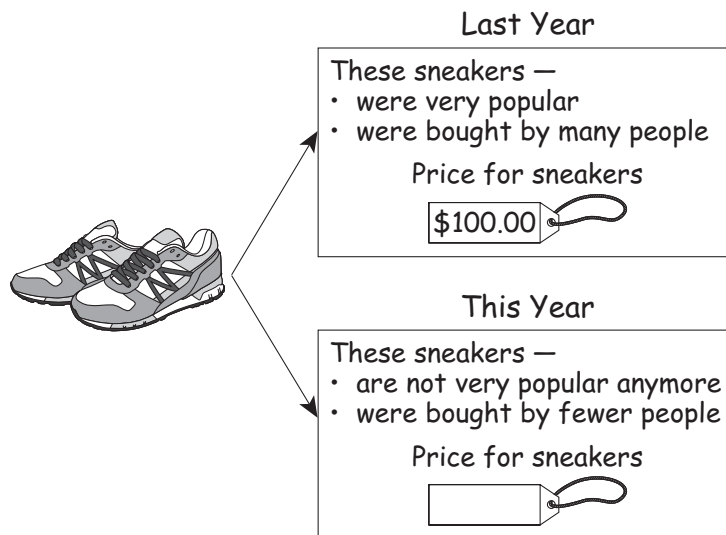
## Scoring Instructions

Student Action	➡	Test Administrator Action
If the student finds the consumer buying a new shirt,	➡	mark <b>A</b> for question 2 and move to question 3.
If the student does not find the consumer buying a new shirt,	➡	<ul style="list-style-type: none"> <li>• model the desired student action by finding the consumer buying a new shirt and <i>communicate</i> “<b>This is a consumer. She is buying a shirt</b>”; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds the consumer buying a new shirt,	➡	mark <b>B</b> for question 2 and move to question 3.
After teacher modeling, if the student does not find the consumer buying a new shirt,	➡	mark <b>C</b> for question 2 and move to question 3.

### Presentation Instructions for Question 3

- Present Stimulus 3a and 3b.
- Direct the student to Stimulus 3a. Communicate the text.
- Direct the student to the blank price tag in Stimulus 3a. Communicate: **The price of the sneakers for this year is missing.**
- Direct the student to each answer choice in Stimulus 3b. Communicate each answer choice.
- Communicate: **Find how much the sneakers probably cost this year.**

#### Stimulus 3a



#### Stimulus 3b



## Scoring Instructions

Student Action		Test Administrator Action
If the student finds \$50.00,	➡	mark <b>A</b> for question 3 and move to question 4.
If the student does not find \$50.00,	➡	<p>provide <b>one</b> of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> <li>• Have the student compare the price tags in the answer choices to the original cost of the sneakers. <b>OR</b></li> <li>• Have the student identify what usually happens to the price of an item when few people want to buy the item.</li> </ul> <p>Replicate the initial presentation instructions.</p>
After the teacher repeats the instructions, if the student finds \$50.00,	➡	mark <b>B</b> for question 3 and move to question 4.
After the teacher repeats the instructions, if the student does not find \$50.00,	➡	mark <b>C</b> for question 3 and move to question 4.

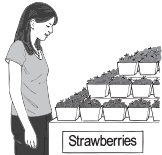



## Presentation Instructions for Question 4

- Present Stimulus 4a and 4b.
- Direct the student to Stimulus 4a. *Communicate*: **Here is information about strawberry sales for two different cities, City A and City B.**
- Direct the student to each city and *communicate* the text.
- Direct the student to each answer choice in Stimulus 4b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the best conclusion about the cost of strawberries.**

### Stimulus 4a

#### Strawberry Sales

City A	City B
	
<ul style="list-style-type: none"><li>• Food markets have many strawberries to sell.</li><li>• Few people want to buy strawberries.</li></ul>	<ul style="list-style-type: none"><li>• Food markets do not have many strawberries to sell.</li><li>• Many people want to buy strawberries.</li></ul>

### Stimulus 4b

Strawberries will cost more in City A.

\* Strawberries will cost more in City B.

Strawberries will cost the same in City A and City B.

## Scoring Instructions

Student Action		Test Administrator Action
If the student finds "Strawberries will cost more in City B,"	➡	mark <b>A</b> for question 4.
If the student does not find "Strawberries will cost more in City B,"	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "Strawberries will cost more in City B,"	➡	mark <b>B</b> for question 4.
After the teacher repeats the instructions, if the student does not find "Strawberries will cost more in City B,"	➡	mark <b>C</b> for question 4.