SAMPLE TEST
SOCIAL SCIENCES
GRADE 5

Civics and Government
Economics
Geography
History

■ Historical Skills
■ U.S. History

2003-2010
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The Oregon Department of Education provides sample tests in social sciences to demonstrate the content and types of questions students at Benchmark 2, Benchmark 3 and High School might encounter on the Oregon Statewide Assessment administered each spring. Items on the sample test were taken from earlier years’ Statewide Assessments. These items are no longer secure and have been released for public use. Social sciences assessment items are designed to measure students’ knowledge and skills in the following six categories:

- Civics and Government
- Economics
- Geography
- Historical Skills
- United States History
- World History

WHY PROVIDE SAMPLE TESTS?
Most students feel some anxiety as they approach a test. The more confident students feel about their knowledge of the topic, the less anxious they feel. It also may help students feel comfortable if they are familiar with the test format. Teachers want to know how the state content standards are represented on these tests. Sample tests help teachers see how students’ learning will be examined.

HOW TO USE THE SAMPLE TEST
The Oregon Department of Education updates sample tests periodically. Students may take this sample test as a practice activity to prepare for the actual test.

A list of test-taking tips for students follows this introduction. Teachers may use the tips to:

- generate individual and class discussion;
- call attention to helpful strategies students can use to prepare for and take the test; and
- share ideas with parents of ways to help reduce test anxiety and promote good study and health habits at home.

In addition to gaining practice in solving test questions, some students also may benefit from practice in marking bubbles on a separate answer sheet, as required on the actual test. An answer sheet for students to mark is provided at the end of each test booklet.

An answer key for each benchmark test is provided at the end of this introduction. In addition to the correct answer, the key also identifies which of the six reporting categories each question is designed to assess: civics and government, economics, geography, historical skills, United States history, and world history.

Teachers may have students take the sample test, score each item, and discuss any or all of the items and answers. Students usually benefit from analyzing both the correct and incorrect answers.

Sample tests also may be shared with parents to help them understand the types of questions their child will encounter on the test and to practice with their child. Sample test questions may be reprinted in newsletters or shared at community meetings to better understand the state assessment system. Although the sample tests are not as comprehensive as the actual tests, they do provide a sampling of the subject area content and difficulty level students will encounter as part of Oregon’s academic standards.
TEST-TAKING TIPS
Students: Use these tips to help you prepare for the test.

BEFORE THE TEST
► Develop a positive attitude. Tell yourself, “I will do my best on this test.”
► Get a good night’s sleep the night before the test.
► Get up early enough to avoid hurrying to get ready for school.
► Eat a good breakfast (and lunch, if your test is in the afternoon).

DURING THE TEST
► Stay calm.
► Listen carefully to directions from the teacher.
► Ask questions if you don’t understand what to do.
► Before you read an item on the test, preview the questions that follow for tips to help you focus your reading.
► After reading an item, read the entire first question and all the answer choices. Stop and think of an answer. Look to see if one of the choices is similar to your answer.
► Read each test question and all the answer choices carefully. Try to analyze what the question is really asking.
► Pace yourself. If you come to a difficult question, it may be better to skip it and go on. Then come back and really focus on the difficult questions one at a time.
► This is not a timed test. If you need more time to finish the test, tell your teacher.
► If you are not sure of an answer to a question, try these tips:
  ► Get rid of the answers you know are not correct and choose among the rest.
  ► Read through all the answers very carefully, and then go back to the question. Sometimes you can pick up clues just by thinking about the different answers you have been given to choose from.
  ► If you get stuck on a question, skip it and come back later.
  ► It is OK to guess on this test. Try to make your best guess, but make sure you answer all questions.

AFTER THE TEST
► Before you turn your test in, check it over. Change an answer only if you have a good reason. Generally, it is better to stick with your first choice.
► Make sure you have marked an answer for every question, even if you had to guess.
► Make sure your answer sheet is clearly marked with dark pencil. Erase any stray marks.
► Don’t worry about the test once it is finished. Go on to do your best work on your other school assignments.
DIRECTIONS

Read each of the questions and decide on the BEST answer. There are many different kinds of questions, so read each one carefully before marking an answer on your answer sheet. When there is an introduction to a set of questions, read it carefully, since it will contain important information you may need.

Read this text and answer the next question.

THE DECLARATION OF INDEPENDENCE

We hold these truths to be self-evident that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed, that whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute new government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness.

1

The main purpose of the Declaration of Independence was to

A. tell why the colonies were breaking away from Great Britain.
B. make the King give more money to the colonies.
C. encourage more colonists to become Minute Men.
D. give the King a chance to apologize.
Social Sciences

2
A direct cause of the American Revolution was
A. being taxed by England without representation.
B. the repeal of the Stamp Act by England.
C. the need for more farmland to the west.
D. losing the French and Indian War.

3
A loyalist during the Revolutionary War may have participated in which of these activities?
A. Speaking in support of the English King
B. Housing patriot soldiers
C. Writing a pamphlet protesting the Stamp Act
D. Joining the Continental Army

4
Which of the following is an example of “all men are created equal” during colonial times?
A. The King should assign people’s jobs.
B. The King should make laws for the people.
C. Every person has a right to choose his own job.
D. Rich people could help the King make laws.

5
The writers of the Constitution designed a government called a Republic. Which of the following most accurately describes a Republic system of government?
A. A group of states that agree to be separate, but unite under a common federal government.
B. A group of states who vote directly on issues and keep control of local, state, and natural issues.
C. Citizens of each state keep control of state and local issues, but have no power to influence national issues.
D. Citizens elect local, state, and national representatives to vote on issues for them, and keep limited direct control.
Use the following chart to answer the next question.

<table>
<thead>
<tr>
<th>LEGISLATIVE BRANCH</th>
<th>EXECUTIVE BRANCH</th>
<th>JUDICIAL BRANCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Congress</td>
<td>President</td>
<td>Supreme Court and Other Federal Courts</td>
</tr>
<tr>
<td>• Passes laws</td>
<td>• Enforces laws</td>
<td>• Makes decisions concerning laws</td>
</tr>
<tr>
<td>• Passes taxes</td>
<td>• Is commander-in-chief of the armed forces</td>
<td></td>
</tr>
<tr>
<td>• Approves treaties</td>
<td>• Appoints government leaders</td>
<td></td>
</tr>
<tr>
<td>• Declares war</td>
<td>• Makes treaties</td>
<td></td>
</tr>
</tbody>
</table>

6
Why did our country’s founding fathers create a government with three branches?
A. To make the United States more like the English government
B. To make sure that governing powers are limited
C. To make sure one branch would always be more important
D. To create more jobs for the people in government

7
There is a local law that limits the speed on a city street. The purpose of this law is to
A. take rights away from the citizens.
B. make sure trucking companies don’t make money.
C. stop burglaries.
D. protect the common good.
Use the map to answer the next question.

8

$30^\circ S, 60^\circ W$ is the location for

A. South America.
B. North America.
C. Australia.
D. Asia.
Use the map to answer the next two questions.

9
Which three states are part of the Northeast?
A. Maine, New Hampshire, Pennsylvania  
B. Virginia, Maryland, Vermont  
C. Ohio, Iowa, Illinois  
D. New York, Pennsylvania, Ohio

10
Which state lies furthest north?
A. Oklahoma  
B. Wyoming  
C. California  
D. Tennessee
11 Which of these is NOT an example of international trade?
   A. The United States buying olives from Greece
   B. The United States buying bananas from Honduras
   C. The United States buying pineapples from Hawaii
   D. The United States buying kiwis from Australia

12 Why are people sometimes considered to be a resource?
   A. People’s labor is exchanged for wages or salaries.
   B. People can buy houses and pay rent.
   C. People have children and pets.
   D. People trade goods and supplies.

13 Josh owns the rookie card of a famous baseball player. Josh bought the card when the player was not very famous and it cost only $2. Now his friend Eric wants to buy the card from him because he can’t find one anywhere else. Josh sells it for $20. What is the most likely reason the card now sells for $20?
   A. When the supply is high, the price goes down.
   B. When the supply is high, the price stays the same.
   C. When the supply is low, the price is zero.
   D. When the supply is low, the price goes up.
14
Which of these statements below can you infer by using the St. Augustine timeline?

A. St. Augustine is a new city in Florida.
B. St. Augustine was founded in 1750.
C. St. Augustine has been a city for over 400 years.
D. St. Augustine was founded after Florida became a state.

15
Based on the timeline, which of these statements is NOT true?

A. Castillo de San Marcos is an older city than St. Augustine.
B. St. Augustine celebrated its 400th birthday in 1965.
C. Menendez built St. Augustine.
D. Florida became a state after 1800.
Many Native Americans, living in the Pacific Northwest before European settlers arrived, lived on the Pacific Coast. What was their typical form of transportation?

A. Canoes or dugouts
B. Horses
C. Dog sleds
D. Wagons and carts

Where might you find helpful information in a newspaper about a political issue?

A. Sports page
B. Want ads
C. Movie listings
D. Editorial

A group of fifth graders would like to understand why skateboarding is not allowed on downtown sidewalks or in the library parking lot. To find the answers to their questions, the students might

A. attend a city council meeting.
B. attend a school board meeting.
C. call the fire department.
D. call the police department.

The part of government mainly responsible for deciding if a law is constitutional is the

A. legislative branch.
B. President.
C. judicial branch.
D. Congress.
Use the diagram to answer the next question.

What is the line of longitude that is west of the prime meridian, halfway between 0° and 180°?

A. 90°E longitude
B. 45°E longitude
C. 90°W longitude
D. 45°W longitude
21
Which region is known as the breadbasket of America because of all the grains grown there?

A. Northeast
B. Southwest
C. Southeast
D. Midwest

22
Which of the following is NOT helpful to the environment?

A. Planting trees
B. Overpopulating areas
C. Recycling products
D. Conserving water
23
As the price of gasoline increases in Oregon, motorists will probably
A. begin to use more gasoline.
B. begin to use less gasoline.
C. use the same amount of gasoline.
D. completely stop driving cars.

24
Which situation is an example of bartering?
A. Choosing a free kitten from an animal center
B. Buying a candy bar at a grocery store
C. Washing Pat's car while Pat mows your lawn
D. Giving Terry a book as a birthday present
Use the graph to answer the next question.

UNITED STATES: POPULATION GROWTH

What do you predict the United States population will be in 2005?

A. 400 million
B. 200 million
C. 300 million
D. 275 million
# Oregon Social Sciences Sample Test

Use number 2 pencil.
Do NOT use ink or ball point pen.
Make heavy dark marks that completely fill the circle.
Erase completely any marks you wish to change.

<table>
<thead>
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<tr>
<td>Name of Teacher</td>
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<td>Name of School</td>
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### BENCHMARK 2 (GRADE 5) SOCIAL SCIENCES
#### SAMPLE TEST KEY, 2003-2010

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#### CONVERTING TO A RIT SCORE

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* Likely to meet 5th grade standard ** Likely to exceed 5th grade standard

Note: This sample test is for practice only; scores may not be substituted for the Oregon Statewide Assessment.