

Kentucky Summative Assessments



Grade 8 Social Studies Released Items 2023



1

SS0820024_3

This source is about the heavy plow, or plough, that came into use in northern Europe during the medieval era.

Impact of the Heavy Plow in Northern Europe

| | |
|--|--|
| Impact on Agricultural Practices | Easier to grow crops in the thick clay soil of northern Europe |
| Impact on Agricultural Production | Greater crop yields with fewer workers |

Source: Andersen, T.B., Jensen, P.S., and Skovsgaard, C.S., "The Heavy Plough and the Agricultural Revolution in Medieval Europe," Discussion Papers on Business and Economics, 2013

How did the heavy plow **most likely** lead to an improved standard of living in northern Europe?

- A** It raised life expectancy because farming required different types of workers.
- B** It made farmers healthier because they planted different crops.
- C** It raised life expectancy because farmwork produced more crops.
- D** It made farmers healthier because their work required more physical effort.



Released Item Performance

Kentucky Summative Assessments

Spring 2023
Grade 8
Social Studies

Item: SS0820024
Book Question Number: 1

Standard: 7.E.ST.3

Item Type: MC
Key: C

| Student Group | Number of Students | Percent Correct | Average Item Score | Item Breakout Statistics - Answer Choice Options | | | |
|-------------------------------------|--------------------|-----------------|--------------------|--|-------|-------|-------|
| | | | | A (%) | B (%) | C (%) | D (%) |
| <i>All Students</i> | 49,078 | 68% | 0.68 | 12% | 10% | 68% | 10% |
| <i>Gender</i> | | | | | | | |
| Female | 23,823 | 69% | 0.69 | 12% | 9% | 69% | 10% |
| Male | 25,251 | 67% | 0.67 | 13% | 11% | 67% | 10% |
| <i>Ethnicity</i> | | | | | | | |
| African American | 5,340 | 56% | 0.56 | 18% | 16% | 56% | 11% |
| American Indian or Alaska Native | 75 | 71% | 0.71 | 16% | 3% | 71% | 11% |
| Asian | 858 | 80% | 0.80 | 6% | 6% | 80% | 8% |
| Hispanic or Latino | 4,239 | 63% | 0.63 | 15% | 12% | 63% | 10% |
| Native Hawaiian or Pacific Islander | 72 | 61% | 0.61 | 14% | 11% | 61% | 14% |
| White (non-Hispanic) | 36,069 | 70% | 0.70 | 11% | 9% | 70% | 10% |
| Two or more races | 2,420 | 66% | 0.66 | 13% | 10% | 66% | 10% |
| <i>Migrant</i> | | | | | | | |
| Migrant | 211 | 53% | 0.53 | 22% | 15% | 53% | 9% |
| <i>English Learner</i> | | | | | | | |
| English Learner | 1,915 | 44% | 0.44 | 23% | 19% | 44% | 14% |
| <i>Economically Disadvantaged</i> | | | | | | | |
| Economically Disadvantaged | 29,150 | 63% | 0.63 | 14% | 12% | 63% | 11% |
| <i>Students with Disabilities</i> | | | | | | | |
| Students with Disabilities | 5,838 | 45% | 0.45 | 21% | 19% | 45% | 15% |



2

SS0820082_3

This source is about the Huang He, also known as the Yellow River, in China.

The Huang He is called “China’s Sorrow” because of its long history of violent flooding that has destroyed villages. However, it is also known as the cradle of Chinese civilization.

—based on “Yellow River,”
University of Washington,
c. 2019

Which statement **best** identifies how this region became the “cradle of Chinese civilization”?

- A** Flooding inspired people to improve their building technology.
- B** People created technologies to warn of annual flooding.
- C** Flooding deposited rich soil that people used for growing crops.
- D** People built barriers that prevented their fields from flooding.



Released Item Performance

Kentucky Summative Assessments

Spring 2023
Grade 8
Social Studies

Item: SS0820082

Book Question Number: 2

Standard: 6.G.HE.1

Item Type: MC

Key: C

| Student Group | Number of Students | Percent Correct | Average Item Score | Item Breakout Statistics - Answer Choice Options | | | |
|-------------------------------------|--------------------|-----------------|--------------------|--|-------|-------|-------|
| | | | | A (%) | B (%) | C (%) | D (%) |
| <i>All Students</i> | 49,061 | 39% | 0.39 | 34% | 12% | 39% | 15% |
| <i>Gender</i> | | | | | | | |
| Female | 23,817 | 38% | 0.38 | 34% | 12% | 38% | 17% |
| Male | 25,240 | 41% | 0.41 | 34% | 13% | 41% | 13% |
| <i>Ethnicity</i> | | | | | | | |
| African American | 5,333 | 30% | 0.30 | 35% | 18% | 30% | 17% |
| American Indian or Alaska Native | 75 | 29% | 0.29 | 35% | 12% | 29% | 24% |
| Asian | 858 | 51% | 0.51 | 34% | 7% | 51% | 9% |
| Hispanic or Latino | 4,240 | 33% | 0.33 | 34% | 15% | 33% | 18% |
| Native Hawaiian or Pacific Islander | 72 | 29% | 0.29 | 31% | 15% | 29% | 25% |
| White (non-Hispanic) | 36,061 | 41% | 0.41 | 33% | 11% | 41% | 14% |
| Two or more races | 2,417 | 36% | 0.36 | 35% | 13% | 36% | 15% |
| <i>Migrant</i> | | | | | | | |
| Migrant | 211 | 36% | 0.36 | 27% | 17% | 36% | 20% |
| <i>English Learner</i> | | | | | | | |
| English Learner | 1,914 | 28% | 0.28 | 29% | 22% | 28% | 20% |
| <i>Economically Disadvantaged</i> | | | | | | | |
| Economically Disadvantaged | 29,139 | 35% | 0.35 | 34% | 14% | 35% | 17% |
| <i>Students with Disabilities</i> | | | | | | | |
| Students with Disabilities | 5,830 | 32% | 0.32 | 27% | 20% | 32% | 20% |



3

SS0820051_4

This source summarizes the importance of the Twelve Tables in the Roman Republic.

The Twelve Tables were created in the Roman Republic during the 450s BCE. They were a set of laws inscribed on twelve tablets. Before the Twelve Tables, the government had never written down its laws for citizens to read. This approach of keeping a written record of laws became a model for future civilizations.

—based on John Paul Adams,
“The Twelve Tables,” California
State University, Northridge,
2009

How did the Twelve Tables **most likely** change Roman society?

- A** Citizens had more political power than the government did.
- B** The government had a difficult time controlling citizens.
- C** Citizens struggled to assert their rights in the courts.
- D** The rights of citizens were better protected.



Released Item Performance

Kentucky Summative Assessments

Spring 2023
Grade 8
Social Studies

Item: SS0820051

Book Question Number: 3

Standard: 6.C.CP.3

Item Type: MC

Key: D

| Student Group | Number of Students | Percent Correct | Average Item Score | Item Breakout Statistics - Answer Choice Options | | | |
|-------------------------------------|--------------------|-----------------|--------------------|--|-------|-------|-------|
| | | | | A (%) | B (%) | C (%) | D (%) |
| <i>All Students</i> | 49,028 | 47% | 0.47 | 14% | 21% | 18% | 47% |
| <i>Gender</i> | | | | | | | |
| Female | 23,803 | 47% | 0.47 | 14% | 21% | 18% | 47% |
| Male | 25,221 | 47% | 0.47 | 14% | 21% | 17% | 47% |
| <i>Ethnicity</i> | | | | | | | |
| African American | 5,324 | 34% | 0.34 | 19% | 27% | 20% | 34% |
| American Indian or Alaska Native | 75 | 43% | 0.43 | 13% | 25% | 19% | 43% |
| Asian | 858 | 63% | 0.63 | 9% | 15% | 13% | 63% |
| Hispanic or Latino | 4,232 | 38% | 0.38 | 17% | 24% | 21% | 38% |
| Native Hawaiian or Pacific Islander | 72 | 39% | 0.39 | 19% | 19% | 22% | 39% |
| White (non-Hispanic) | 36,049 | 50% | 0.50 | 13% | 20% | 17% | 50% |
| Two or more races | 2,413 | 43% | 0.43 | 15% | 24% | 17% | 43% |
| <i>Migrant</i> | | | | | | | |
| Migrant | 211 | 28% | 0.28 | 25% | 26% | 22% | 28% |
| <i>English Learner</i> | | | | | | | |
| English Learner | 1,912 | 23% | 0.23 | 20% | 33% | 24% | 23% |
| <i>Economically Disadvantaged</i> | | | | | | | |
| Economically Disadvantaged | 29,117 | 40% | 0.40 | 16% | 24% | 19% | 40% |
| <i>Students with Disabilities</i> | | | | | | | |
| Students with Disabilities | 5,822 | 30% | 0.30 | 19% | 28% | 23% | 30% |



SS0820002_IN

Analyze each source and then answer the questions that follow.

While you are analyzing the sources, think about the compelling question “How do technological changes affect people?”

Introduction

Congress passed the Pacific Railway Act in the early 1860s to authorize the construction of the Transcontinental Railroad. The act offered funding to the Union Pacific and Central Pacific railroad companies to connect the country’s existing tracks in the east to the western United States. Analyze these sources about the Transcontinental Railroad in order to investigate the compelling question “How do technological changes affect people?”

Transcontinental Railroad, 1869



KEY

- | | |
|-------|-------------------------|
| ----- | Union Pacific Railway |
| | Central Pacific Railway |



SS0820002_S7

Source 1

This table compares the Chinese and the Irish, two of the immigrant groups hired by the Central Pacific Railroad Company to construct the Transcontinental Railroad.

**Chinese and Irish Employees of the Central Pacific Railroad Company,
c. 1865**

| | Chinese | Irish |
|------------------------|---|--|
| Number Employed | 8,000–10,000 | 2,500–3,000 |
| Typical Jobs | Unskilled labor, such as shoveling, using pickaxes, and blasting rock | Mechanic, foreman, and skilled labor |
| Description | “They are very trusty, they are very intelligent, and they live up to their contracts.” —Charles Crocker, general contractor, 1876 | “They were unsteady men, unreliable.” —James Harvey Strobridge, construction supervisor, 1876 |
| Salary | \$30 per month, not including food | \$35 per month, plus food |

Source: *Report of the Joint Special Committee to Investigate Chinese Immigration*, 1877



SS0820002_S3

Source 2

This source is about the Chinese workers hired by the Central Pacific Railroad Company (CPRR).

Chinese workers found some economic opportunity but also experienced hostility, racism, violence, and legal exclusion. . . . Despite laws restricting Chinese immigration, a few workers were able to send for wives and establish families and lasting communities in the United States.

—“Forgotten Workers,” National Museum of American History, Smithsonian Institution, April 2020

The CPRR . . . faced a shorter but much more arduous¹ journey. . . . It ascended almost immediately into the foothills of the Sierra Nevada mountain range, climbing higher and higher until it reached elevations of over seven thousand feet. To reach those heights, the workers of the CPRR had to blast and dig their way through expanses of solid granite and brave some of the most dangerous working conditions imaginable. Chinese workers did what was widely considered at the time to be impossible. They endured scorching summer heat in the high altitudes, dirt and choking dust, smoke, and fumes from the constant use of explosives. They survived . . . winter blizzards and freezing temperatures, as well as the ever-present dangers of accidental explosions, falling trees, snowslides, avalanches, cave-ins, illness, broken limbs, and plain exhaustion.

—Gordon H. Chang, *Ghosts of Gold Mountain*, 2019

¹arduous – difficult



Source 3

This source is from an interview with Manu Karuka, the author of *Empire’s Tracks: Indigenous Nations, Chinese Workers, and the Transcontinental Railroad*.

What roles did Native Americans¹ play during the construction of the Transcontinental Railroad?

... The railroad did not impact Native peoples in a uniform manner.

Lakotas, for example, had developed a way of life organized around the expansiveness of the Plains and of the life on it, especially the massive buffalo herds. . . .

The Cheyenne experience was different. The railroad disrupted intertribal² trade on the Plains. . . .

Other Indigenous³ peoples found themselves drawn into a closer relationship with railroad construction. For instance, some Pawnee men worked as scouts for the U.S. Army, defending railroad construction parties. . . .

How did the U.S. government’s role in railroad construction affect Indigenous peoples?

The U.S. Congress granted millions of acres of land to railroad companies. According to treaties ratified by Congress, these lands belonged to different Indigenous nations. . . . The different forms of Indigenous resistance to railroad construction were neither savage nor illegal. These were forms of resistance to uphold treaties, the supreme law of the land.

... The Army and state militias enforced the progress of construction through military occupation of Indigenous communities, deliberately targeting villages and food sources. This took the form of massacres of entire villages . . . and the wholesale destruction of the buffalo herds. . . .

... Indigenous peoples resisted. In the summer of 1867, for example, Cheyenne raids led to the complete disruption of railroad construction.

—Sam Vong, “The Impact of the Transcontinental Railroad on Native Americans,”
National Museum of American History, Smithsonian Institution, June 3, 2019

¹**Native Americans** – another term for American Indians

²intertribal – between tribes

³Indigenous – native

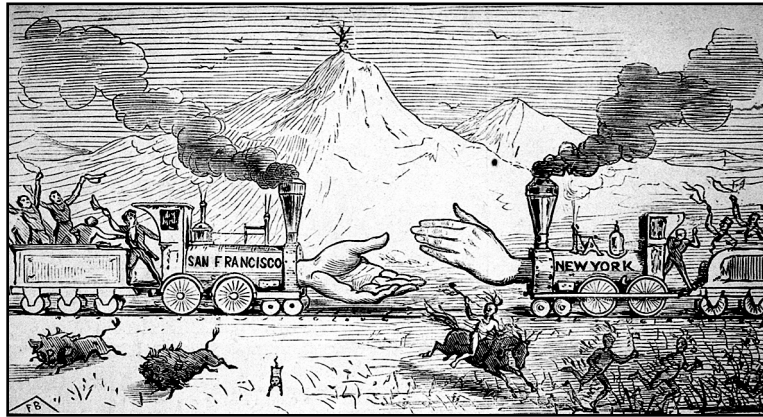


SS0820002_S6

Source 4

This source, which includes a political cartoon, a table, and a quotation, is about the connection between the Transcontinental Railroad and the buffalo population of the Great Plains.

**DOES NOT SUCH A MEETING
MAKE AMENDS?**



Buffalo Population of the Great Plains, Nineteenth Century

| Time Period | Estimated Number |
|-------------|------------------|
| Mid 1800s | 30 million |
| Late 1800s | 400 |

Source: Andrew Isenberg, *The Destruction of the Bison: An Environmental History, 1750–1920*

[When] the buffalo went away, the hearts of my people fell to the ground. . . . After this, nothing happened. There was little singing anywhere.

—Chief Plenty Coups (1848–1932), a member of the Crow tribe, as quoted in *Indian Country Today*



Source 5

This source compares the populations of select western states and territories in 1870 and 1880.

Populations of Select Western States and Territories, 1870 and 1880

| State or Territory | 1870 | 1880 |
|---------------------------|-------------|-------------|
| Arizona | 9,658 | 40,440 |
| California | 560,247 | 864,694 |
| Colorado | 39,864 | 194,327 |
| Idaho | 14,999 | 32,610 |
| Nevada | 42,491 | 62,266 |
| Utah | 86,786 | 143,963 |
| Wyoming | 9,118 | 20,789 |

Source: U.S. Census Bureau



4

SS0820002_12_1

Which change **most likely** resulted from the construction of the Transcontinental Railroad?

- A** Areas of the United States that were sparsely populated developed into new centers of business and culture.
- B** People who moved west embraced the cultures of immigrants and American Indians.
- C** Economies along the East Coast were destroyed because of increased competition and westward migration.
- D** Densely populated areas of the United States ceased to experience social and political progress.



Released Item Performance

Kentucky Summative Assessments

Spring 2023
Grade 8
Social Studies

Item: SS0820002_12
Book Question Number: 4

Standard: 8.H.CH.5

Item Type: MC
Key: A

| Student Group | Number of Students | Percent Correct | Average Item Score | Item Breakout Statistics - Answer Choice Options | | | |
|-------------------------------------|--------------------|-----------------|--------------------|--|-------|-------|-------|
| | | | | A (%) | B (%) | C (%) | D (%) |
| <i>All Students</i> | 49,026 | 41% | 0.41 | 41% | 18% | 28% | 13% |
| <i>Gender</i> | | | | | | | |
| Female | 23,800 | 39% | 0.39 | 39% | 17% | 30% | 14% |
| Male | 25,222 | 43% | 0.43 | 43% | 18% | 26% | 12% |
| <i>Ethnicity</i> | | | | | | | |
| African American | 5,323 | 29% | 0.29 | 29% | 24% | 34% | 14% |
| American Indian or Alaska Native | 75 | 40% | 0.40 | 40% | 23% | 23% | 15% |
| Asian | 858 | 54% | 0.54 | 54% | 12% | 22% | 12% |
| Hispanic or Latino | 4,235 | 36% | 0.36 | 36% | 19% | 31% | 14% |
| Native Hawaiian or Pacific Islander | 72 | 36% | 0.36 | 36% | 21% | 36% | 7% |
| White (non-Hispanic) | 36,047 | 43% | 0.43 | 43% | 17% | 27% | 13% |
| Two or more races | 2,411 | 38% | 0.38 | 38% | 18% | 31% | 13% |
| <i>Migrant</i> | | | | | | | |
| Migrant | 211 | 27% | 0.27 | 27% | 23% | 35% | 15% |
| <i>English Learner</i> | | | | | | | |
| English Learner | 1,911 | 25% | 0.25 | 25% | 25% | 35% | 15% |
| <i>Economically Disadvantaged</i> | | | | | | | |
| Economically Disadvantaged | 29,111 | 36% | 0.36 | 36% | 20% | 31% | 14% |
| <i>Students with Disabilities</i> | | | | | | | |
| Students with Disabilities | 5,823 | 30% | 0.30 | 30% | 24% | 31% | 15% |



5

SS0820002_16_3

Which action by American Indians was a protest to their loss of lands under the Pacific Railway Act?

- A** Abandoning buffalo hunting near railroads
- B** Constructing new villages near railroads
- C** Resisting construction by railroad companies
- D** Seeking trade opportunities with railroad companies



Released Item Performance

Kentucky Summative Assessments

Spring 2023
Grade 8
Social Studies

Item: SS0820002_16
Book Question Number: 5

Standard: 8.C.RR.3

Item Type: MC
Key: C

| Student Group | Number of Students | Percent Correct | Average Item Score | Item Breakout Statistics - Answer Choice Options | | | |
|-------------------------------------|--------------------|-----------------|--------------------|--|-------|-------|-------|
| | | | | A (%) | B (%) | C (%) | D (%) |
| <i>All Students</i> | 49,042 | 50% | 0.50 | 16% | 19% | 50% | 16% |
| <i>Gender</i> | | | | | | | |
| Female | 23,810 | 49% | 0.49 | 16% | 19% | 49% | 17% |
| Male | 25,228 | 51% | 0.51 | 16% | 19% | 51% | 15% |
| <i>Ethnicity</i> | | | | | | | |
| African American | 5,328 | 38% | 0.38 | 18% | 24% | 38% | 20% |
| American Indian or Alaska Native | 75 | 57% | 0.57 | 9% | 17% | 57% | 16% |
| Asian | 858 | 66% | 0.66 | 14% | 11% | 66% | 9% |
| Hispanic or Latino | 4,235 | 43% | 0.43 | 18% | 20% | 43% | 19% |
| Native Hawaiian or Pacific Islander | 72 | 51% | 0.51 | 15% | 15% | 51% | 18% |
| White (non-Hispanic) | 36,054 | 52% | 0.52 | 15% | 18% | 52% | 15% |
| Two or more races | 2,415 | 49% | 0.49 | 16% | 19% | 49% | 17% |
| <i>Migrant</i> | | | | | | | |
| Migrant | 211 | 36% | 0.36 | 16% | 22% | 36% | 26% |
| <i>English Learner</i> | | | | | | | |
| English Learner | 1,913 | 29% | 0.29 | 20% | 27% | 29% | 24% |
| <i>Economically Disadvantaged</i> | | | | | | | |
| Economically Disadvantaged | 29,125 | 44% | 0.44 | 17% | 21% | 44% | 18% |
| <i>Students with Disabilities</i> | | | | | | | |
| Students with Disabilities | 5,827 | 38% | 0.38 | 18% | 24% | 38% | 21% |



6

SS0820002_07

The construction of the Transcontinental Railroad led to forced and voluntary migration within the western United States and Great Plains. Move **two** examples of forced migration into the Forced box and **two** examples of voluntary migration into the Voluntary box.

| | |
|---|--|
| <p>Members of the Lakota tribe migrated because of changes to the food supply.</p> | <p>Chinese and Irish workers migrated because of the Pacific Railway Act.</p> |
| <p>Railroad company employees migrated to Promontory, Utah, because of job expectations.</p> | <p>Members of the Cheyenne tribe migrated because of changes in their trade networks.</p> |
| <p>Forced</p> | <p>Voluntary</p> |



Released Item Performance

Kentucky Summative Assessments

Spring 2023
Grade 8
Social Studies

Item: SS0820002_07
Book Question Number: 6

Standard: 8.G.MM.1

Item Type: TE
Key: see below

| Student Group | Number of Students | Percent Correct | Average Item Score | Item Breakout Statistics - Score Percentages | | |
|-------------------------------------|--------------------|-----------------|--------------------|--|-------------|-------------|
| | | | | Score 0 (%) | Score 1 (%) | Score 2 (%) |
| <i>All Students</i> | 22,675 | 52.8% | 1.06 | 22% | 51% | 27% |
| <i>Gender</i> | | | | | | |
| Female | 11,141 | 49.9% | 1.00 | 24% | 52% | 24% |
| Male | 11,532 | 55.5% | 1.11 | 19% | 51% | 30% |
| <i>Ethnicity</i> | | | | | | |
| African American | 2,391 | 47.1% | 0.94 | 25% | 55% | 19% |
| American Indian or Alaska Native | 33 | 57.6% | 1.15 | 27% | 30% | 42% |
| Asian | 392 | 63.9% | 1.28 | 15% | 42% | 43% |
| Hispanic or Latino | 1,827 | 51.8% | 1.04 | 22% | 51% | 26% |
| Native Hawaiian or Pacific Islander | 33 | 60.6% | 1.21 | 6% | 67% | 27% |
| White (non-Hispanic) | 16,857 | 53.5% | 1.07 | 21% | 51% | 28% |
| Two or more races | 1,140 | 51.4% | 1.03 | 22% | 53% | 25% |
| <i>Migrant</i> | | | | | | |
| Migrant | 80 | 48.1% | 0.96 | 24% | 56% | 20% |
| <i>English Learner</i> | | | | | | |
| English Learner | 614 | 46.3% | 0.93 | 26% | 56% | 18% |
| <i>Economically Disadvantaged</i> | | | | | | |
| Economically Disadvantaged | 13,165 | 51.1% | 1.02 | 22% | 54% | 24% |
| <i>Students with Disabilities</i> | | | | | | |
| Students with Disabilities | 1,589 | 51.2% | 1.02 | 22% | 54% | 24% |

Key: This 1 -part item is worth 2.0 point(s). Partial credit will be awarded if half or more than half of the item is correct. Match: The Forced gap should contain Cheyenne and Lakota. The Voluntary gap should contain Employees and Chinese.



7

SS0820002_17_1

How did the construction of the Transcontinental Railroad affect culture in the United States?

- A** Cultural exchanges between regions became more accessible.
- B** Citizens expanded their commitment to cultural diversity.
- C** Cultural assimilation among immigrant groups became less common.
- D** Citizens asked the government to protect immigrant cultural practices.



Released Item Performance

Kentucky Summative Assessments

Spring 2023
Grade 8
Social Studies

Item: SS0820002_17
Book Question Number: 7

Standard: 8.H.CH.5

Item Type: MC
Key: A

| Student Group | Number of Students | Percent Correct | Average Item Score | Item Breakout Statistics - Answer Choice Options | | | |
|-------------------------------------|--------------------|-----------------|--------------------|--|-------|-------|-------|
| | | | | A (%) | B (%) | C (%) | D (%) |
| <i>All Students</i> | 49,028 | 41% | 0.41 | 41% | 21% | 26% | 12% |
| <i>Gender</i> | | | | | | | |
| Female | 23,804 | 39% | 0.39 | 39% | 22% | 27% | 12% |
| Male | 25,220 | 43% | 0.43 | 43% | 21% | 25% | 12% |
| <i>Ethnicity</i> | | | | | | | |
| African American | 5,325 | 29% | 0.29 | 29% | 24% | 32% | 15% |
| American Indian or Alaska Native | 75 | 36% | 0.36 | 36% | 27% | 25% | 12% |
| Asian | 858 | 52% | 0.52 | 52% | 17% | 23% | 7% |
| Hispanic or Latino | 4,235 | 35% | 0.35 | 35% | 23% | 29% | 13% |
| Native Hawaiian or Pacific Islander | 72 | 28% | 0.28 | 28% | 29% | 28% | 15% |
| White (non-Hispanic) | 36,045 | 43% | 0.43 | 43% | 21% | 25% | 11% |
| Two or more races | 2,413 | 36% | 0.36 | 36% | 24% | 28% | 12% |
| <i>Migrant</i> | | | | | | | |
| Migrant | 211 | 26% | 0.26 | 26% | 22% | 34% | 18% |
| <i>English Learner</i> | | | | | | | |
| English Learner | 1,912 | 23% | 0.23 | 23% | 25% | 32% | 20% |
| <i>Economically Disadvantaged</i> | | | | | | | |
| Economically Disadvantaged | 29,111 | 35% | 0.35 | 35% | 23% | 28% | 14% |
| <i>Students with Disabilities</i> | | | | | | | |
| Students with Disabilities | 5,823 | 28% | 0.28 | 28% | 23% | 30% | 19% |



8

SS0820002_15

Read the question carefully. Then enter your answer in the space provided.

Construct an argument to answer the supporting question “How did the Transcontinental Railroad affect the way that people interacted with their environment?” Use evidence from multiple sources or your own knowledge to develop a claim in your response. Sources used may include the introduction. Write **at least** two paragraphs.



Released Item Performance

Kentucky Summative Assessments

Spring 2023
Grade 8
Social Studies

Item: SS0820002_15
Book Question Number: 8

Standard: 8.G.HE.1

Item Type: ER
Key: Rubric

| Student Group | Number of Students | Percent Correct | Average Item Score | Item Breakout Statistics - Score Percentages | | | | |
|-------------------------------------|--------------------|-----------------|--------------------|--|------------|-------------|-------------|-------------|
| | | | | Score 0 (%) | Score 1(%) | Score 2 (%) | Score 3 (%) | Score 4 (%) |
| <i>All Students</i> | 44,915 | 34.1% | 1.36 | 19% | 40% | 28% | 11% | 2% |
| <i>Gender</i> | | | | | | | | |
| Female | 22,291 | 37.8% | 1.51 | 15% | 38% | 31% | 13% | 3% |
| Male | 22,620 | 30.4% | 1.22 | 24% | 42% | 24% | 9% | 1% |
| <i>Ethnicity</i> | | | | | | | | |
| African American | 4,482 | 23.7% | 0.95 | 34% | 43% | 18% | 5% | 0% |
| American Indian or Alaska Native | 68 | 37.5% | 1.50 | 12% | 44% | 28% | 15% | 1% |
| Asian | 834 | 48.4% | 1.94 | 8% | 25% | 37% | 24% | 6% |
| Hispanic or Latino | 3,834 | 29.2% | 1.17 | 24% | 44% | 22% | 8% | 1% |
| Native Hawaiian or Pacific Islander | 65 | 38.1% | 1.52 | 9% | 42% | 38% | 9% | 2% |
| White (non-Hispanic) | 33,489 | 35.8% | 1.43 | 17% | 39% | 29% | 12% | 2% |
| Two or more races | 2,138 | 31.8% | 1.27 | 22% | 42% | 25% | 9% | 2% |
| <i>Migrant</i> | | | | | | | | |
| Migrant | 194 | 22.9% | 0.92 | 34% | 45% | 17% | 4% | 1% |
| <i>English Learner</i> | | | | | | | | |
| English Learner | 1,660 | 18.0% | 0.72 | 42% | 46% | 10% | 2% | 0% |
| <i>Economically Disadvantaged</i> | | | | | | | | |
| Economically Disadvantaged | 26,104 | 29.3% | 1.17 | 25% | 44% | 23% | 8% | 1% |
| <i>Students with Disabilities</i> | | | | | | | | |
| Students with Disabilities | 5,022 | 19.0% | 0.76 | 42% | 44% | 12% | 3% | 0% |

Rubric

| Score Point | |
|-------------|---|
| 4 | <p>The student response demonstrates:</p> <ul style="list-style-type: none">• completion of all important components of the item• clear communication of ideas• in-depth understanding of the relevant concepts and/or practices• appropriate use of more efficient and/or sophisticated processes• appropriate use of insightful interpretations or extensions (generalizations, application, analogies) |
| 3 | <p>The student response demonstrates:</p> <ul style="list-style-type: none">• completion of most of the important components of the item• clear communication of ideas for the completed components• an understanding of major concepts and/or practices, although the response may overlook or show misunderstanding of some less important ideas or details |
| 2 | <p>The student response demonstrates:</p> <ul style="list-style-type: none">• completion of some of the important components of the item• clear communication of ideas for the completed components• gaps in conceptual understanding |
| 1 | <p>The student response demonstrates:</p> <ul style="list-style-type: none">• completion of only a limited portion of the important components of the item• minimal understanding of the item |
| 0 | <p>The student response is incorrect, irrelevant, or missing.</p> |

Exemplar / Answer Cues

Exemplar – Score Point 4 Response

The construction of the Transcontinental Railroad had both positive and negative effects on the way that people interacted with their environment. The Transcontinental Railroad connected the West with the East. New settlements and markets were now open in the West. People willing to relocate from the East could take advantage of the new opportunities available out West.

However, even as many people found new opportunities because of the Transcontinental Railroad, other people were harmed. The railroad went through the mountains, and rock had to be blasted away to allow for construction. Building the railroad through the Great Plains allowed more people to move to the area, but it harmed the American Indians who already lived in the region. The Lakota had to change their way of life because the buffalo population was almost made extinct because of the railroad.

Answer Cues

Valid answers may include but are not limited to:

- Positive
 - Connected regions of the country (Introduction, Source 4, and outside knowledge)
 - Safer travel through harsh environments, such as western deserts and mountains (Source 2 and outside knowledge)
 - Faster travel across the United States (outside knowledge)
 - Development of new settlements (Source 5)
- Negative
 - Disruption to natural environment from the rail itself (Introduction, Source 4, and outside knowledge)
 - Disruption to mountain environment (Sources 1 and 2)
 - Loss of buffalo and the consequences to American Indians (Sources 3 and 4)
- Disruption to natural environment due to increased westward movement (Source 5)

Anchor Set

A1

It effected everyone in many different ways and a couple of those ways are that it it made some people worry about there future. It also made people worry about jobs and things like that.

Anchor Annotation, Paper 1 Score Point 0

The student response is irrelevant to prompt.

A2

It affected by being more careful with the environment.

Anchor Annotation, Paper 2 Score Point 0

The student response is incorrect and vague in regards to the prompt.

A3

The Transcontinental Railroad affected the way that people interacted with their environment. I know this because they had to worry about falling trees, snowslides, avalanches, cave-ins, and more.

Anchor Annotation, Paper 3 Score Point 0

The student response is a restatement of the prompt followed by an irrelevant response that does not address how people "interacted with" the environment.

the transcontinental railroad was a source of travelling and shipping. it helped get people and goods from one place to another. It also helped people become a little more accepting and diverse because of the immigrant who built it and lived/moved to the United States.

Anchor Annotation, Paper 4

Score Point 1

The student response demonstrates completion of only a limited portion of the important components of the item using only one source with minimal understanding (...a source of travelling and shipping...helped get people and goods from one place to another...).

it caused native americans a lot of issues with land and food, but it also allowed a lot of people to be able to travel from one place to another much faster

Anchor Annotation, Paper 5

Score Point 1

The student response demonstrates completion of only a limited portion of the important components of the item using only one source with minimal understanding (...it also allowed a lot of people to be able to travel from one place to another much faster).

The Transcontinental Railroad affected the way that people interacted with their environment because, it took all the buffalo away and the hearts of people fell to the ground. After that, nothing happened. There was little singing anywhere. The buffalo population in the *Mid 1800s* was estimated about *30 million* buffalo. But when all the buffalo disappeared in the *Late 1800s* there was only about *400* buffalo left. Out of about *30 million* buffalo only *400* was left.

Anchor Annotation, Paper 6

Score Point 1

The student response demonstrates completion of only a limited portion of the important components of the item using only one source with mention that (The buffalo population in the *Mid 1800s* was estimated about *30 million* buffalo. But...in the *Late 1800s* there was only about *400* buffalo left.). The last sentence essentially repeats this information and does not add anything new to the response.

Firstly, the number of people employed increased. The chart in Source 1 says that the amount of Chinese people that were employed was between 8,000-10,000 people. The chart also says that the amount of Irish people that were employed were between 2,500-3,000. This lets us know that more people were getting employed and that it was better off for them.

Also, the population had increased greatly among places. In Source 5 it shows a chart that tells us how much the population went up in 10 years. For Arizona the population went up from 9,658 in 1870 to 40,440 in 1880. In California it went up from 560,247 to 864,694 and in Colorado it went from 39,864 people to 194,327 people. The population also grew greatly in Idaho, Nevada, Utah, and Wyoming. We can see this by looking at the chart.

Anchor Annotation, Paper 7
Score Point 2

The student response demonstrates completion of some of the important components of the item. The first paragraph does not demonstrate adequate conceptual understanding of the prompt (the number of people employed increased....This lets us know that more people were getting employed and that it was better off for them); however, the second paragraph addresses source 5 (a chart that tells us how much the population went up in 10 years...In Colorado it went from 39,864 to 194,327 people.).

Well, the Native tribes that were already there had to go through with the disruptive building of the Transcontinental Railroad. The Wild Buffalo population went from 30 million down to a mere 400 in roughly 50 years. Many immigrants came over to try to have a better life for themselves and/or family. So, then the Chinese and Irish started working on the Transcontinental Railroad as well. This was also the start of pay based on merit.

But unfortunately there was a lot of racism towards other immigrants that moved into the Americas. And in the process of building the railroad many Native villages were destroyed and the food sources they heavily relied on. Going from village to village not stopping a disastrous killing spree only to help the expansion of the United States of America.

Anchor Annotation, Paper 8
Score Point 2

The student response demonstrates completion of some of the important components of the item. Multiple sources are implied though not specifically stated, and while the response addresses some components of the prompt (The Wild Buffalo population went from 30 million down to a mere 400...Native villages were destroyed and the food sources they heavily relied on), other portions of the response (So, then the Chinese and Irish started working...the start of pay based on merit.... unfortunately there was a lot of racism toward other immigrants....Going from village to village not stopping a disastrous killing spree...) do not demonstrate complete understanding of the prompt.

The Transcontinental Railroad damaged native culture and Damaged chinese immigrants. This is seen in the 3rd source which states, " Indigenous people resisted. In the summer of 1867, for example, cheyenne raids led to the complete disruption of railroad construction." This is demonstrating the rebellion of the Natives once the railroad construction led to the shortage of buffalo. In the 2nd source provided it states "Chinese workers found some economic opportunity but also experienced hostility, racism, violence, and legal exclusion." This is a detailed explanation of what the Chinese sufeered around this time.

Anchor Annotation, Paper 9
Score Point 2

The student response demonstrates completion of some of the important components of the item. While two sources are noted it is only the information from source 3 (This is demonstrating the rebellion of the Natives once the railroad construction led to the shortage of buffalo.) that is relevant to the prompt. The information cited from source 2 ("Chinese workers found some economic opportunity but also experienced hostility, racism, violence, and legal exclusion.") does not address the prompt.

The Transcontinental Railroad affected the way that people interacted with their environment in many ways. Some of these ways were good, while others, were bad.

The Transcontinental Railroad caused Native Americans to lose their land and their homes. They were treated very badly if they tried to stay near the railroads. These people were forced to move across the country into a new place. They weren't welcome in the new places they went to. They grew a hatred towards their environment. These people did not like their new environment at all. They were forced to change their ways.

On the other hand, the Transcontinental Railroad created new opportunities. One of these opportunities was moving. People could move from place to place more quickly, interacting with their environment more and learning new things. Another opportunity created was advanced trading, buying, and selling. People were able to trade, buy, and sell goods easier with the help of this railroad to get the items to different places quicker. These people were able to gain new tools, methods, and knowledge; this helped them interact with their environment in a better, friendlier, easier way.

Anchor Annotation, Paper 10
Score Point 3

The student response demonstrates completion of most of the important components of the item, and this response uses information from multiple sources although neither source is stated explicitly. Both sources also cite correct supportive details (The Transcontinental Railroad caused Native Americans to lose their land and their homes...They were forced to change their ways...On the other hand the Transcontinental Railroad created new opportunities...People could move from place to place more quickly...) demonstrating clear communication of ideas for the completed components.

The Transcontinental Railroad affected peoples interactions with their environment because the railroad cut down the size of the land that the Indians were native to, used to exchange with other tribes, and hunted on. The railroad brought more people to the plains that the buffalo were on which almost caused the buffalo to go extinct. The Native Americans relied on the buffalo for food, they used their skins and furs to make clothes and blankets. Without the buffalo the Native Americans could not make these things and they had no food to eat. The railroad also made more civilizations because of the people they brought to it. This cut the size of the plains down by a lot there was not as much of the plains left as there was before the railroad was being built. The railroads affected the land a lot there weren't as many Indians or animals left as there were before the railroad. People relied on the land for food, shelter and other things and the railroad was right on all that land.

There was a good thing about the railroad though. The railroad connected the states and made traveling a lot easier and quicker. The railroad helped transport goods around the country a lot faster which helped the producers of these goods make money faster it also made the transportation a lot easier because before the railroad everything was hauled by horse and wagon. This made traveling to far away places a lot longer of a journey.

Anchor Annotation, Paper 11
Score Point 3

The student response demonstrates completion of most of the important components of the item with multiple sources being implied, and clear communication of ideas for the completed components (*...the railroad cut down the size of the land that the Indians were native to, used to exchange with other tribes, and hunted on....The railroads affected the land a lot there weren't as many Indians or animals left as there were before the railroad*) and (*the railroad connected the states and made traveling a lot easier and quicker.*).

The transcontinental railroad affected the way people interacted with their environment in many ways. Such as the population of western states grew rapidly through the span of tens years in the states of Arizona, California, Colorado, Idaho, Nevada, Utah, and Wyoming. In source five the graph shows that in Arizona over the span of 1870 to 1880 the population grew from 9,658 to 40,440.

The railroad also affected the amount of buffalo they were to hunt. The Natives had over 30 million buffalo to hunt and roam the western states. After the transcontinental railroad those number dropped drastically because of the amount that the people moving west were killing while building the railroad. In source 4 the graph shows that through the mid 1800's the estimated amount of buffalo was 30 million. But later in the late 1800's it was only 400. This placed a toll on the Native tribes. Also in source 4, " [When] the buffalo went away, the hearts of my people fell to the ground.... After this, nothing happened. There was little singing anywhere. -Chief Plenty Coups." The Natives were lifeless after the buffalo went away but the people moving over kept steaming ahead.

Anchor Annotation, Paper 12
Score Point 3

The student response demonstrates completion of most of the important components of the item with multiple sources being implied, and clear communication of ideas for the completed components (*...the population of western states grew rapidly through the span of tens years...in Arizona over the span of 1870 to 1880 the population grew from 9,658 to 40,440*) across the response (*In source 4 the graph shows that through the mid 1800's the estimated amount of buffalo was 30 million. But later in the late 1800's it was only 400. This placed a toll on the Native tribes.*). The supportive details that are cited directly respond to the prompt.

The Transcontinental Railroad affected the way that people interacted with their environment by using force to get rid of people that lived in that area. In source 3 it is stated that "The Army and state militias enforced the progress of construction through military occupation of Indigenous communities, deliberately targeting villages and food sources.". This means that the government was forcing people to leave by taking over their homes and their land. They also attacked their food sources which was mainly comprised of farms and buffalo. Source 4 says that before the construction of this railroad there were around 30 million wild buffalo in the Great Plains. Afterward, there were only 400. This means that over 29 million animals were killed just so that we could go from one end of the country to the other! Besides having people use force to make others listen, the railroad affected the way that people interacted with their environment by making the population of some western areas get boosted.

The Transcontinental Railroad affected the way people interact with their environment by making the populations boost in some western areas. Source 5 shows the population before the construction of the railroad, and after the construction. Arizona's population went up by over 30,000 people. While Wyoming's only went up by about 12,000 people. Colorado went up by over 150,000 people! That's a lot!

Anchor Annotation, Paper 13
Score Point 4

The student response demonstrates completion of all important components of the item, with clear communication of ideas and in-depth understanding of the relevant concepts. This is the first response to use three sources (with all three listed). The response cites sources and then provides original student interpretation (*The Army and state militias enforced the progress of construction... This means that the government was forcing people to leave by taking over their homes and their land.*) and again (*Source 4 says that before the construction of this railroad there around 30 million wild buffalo in the Great Plains. Afterward, there were only 400... This means that over 29 million animals were killed just so that we could go from one end of the country to the other!*). Finally, the last paragraph states that the railroad made the (*populations boost in some western areas. Source 5 shows the population before the construction of the railroad and after... Colorado went up by over 150,000 people! That's a lot!*).

While for most of the US this had a positive impact on the relationship between us and our environment, for minorities it didn't mean the same. This change made life for most a lot easier, but stripped culture & value away from others.

During this time, if you weren't a minority, you were probably really enjoying what the Transcontinental Railroad was doing. This railroad made learning about other cultures more accessible and enabled most to get in touch with more of the environment. For the Chinese immigrants who worked on this railroad, they were hardly making money, had no rights, & were working in nearly impossible conditions. The Indigenous' culture was being stripped away, as the U.S. gave away millions of acres of their land & almost completely killed of some of their food supplies.

For the majority, the railroad just made things easier. It made going further more accessible & efficient & for many expanded culture, ideas, economy, ect. This made interacting with their environment much simpler. But for Chinese immigrants, it didn't. Even after creating this miracle for the majority, they were still shunned by society, pushed away from family, left without rights or a stable income. The Chinese were simply too overwhelmed trying to survive for this to positively impact them. For Native Americans, this big change almost killed them off. For a group that was already very in touch with their environment, the government pawning off their land took that away. They almost completely killed off buffalo, which their entire wellbeing depended on. The Transcontinental Railroad almost managed to kill their culture, & took away the environment they were so in touch with.

While the Transcontinental Railroad just made life just that much easier for those who were already living a simple life, it degraded minority culture & ruined lives. This change may have made it easier for some to interact with their environment, but for many, their environment was completely taken away.

Anchor Annotation, Paper 14
Score Point 4

The student response demonstrates completion of all important components of the item, with clear communication of ideas and in-depth understanding of the relevant concepts. This response implies the use of multiple sources and provides appropriate use of insightful interpretation. The response notes at the outset that (*While for most of the US this ...change made life for most a lot easier, but stripped culture and value away from others...*) and goes on to note that (*the indigenous' culture was being stripped away, as the US gave away millions of acres of their land and almost completely killed of some of their food supplies.*). Finally, (*for the majority, the railroad...made going further more accessible and efficient and for many expanded culture, ideas, economy, ect.*). While some parts of the response regarding the Chinese immigrants are irrelevant, this does not detract from the fact that the rest of the response demonstrates completion of all-important aspects and in-depth understanding of the prompt.

The Transcontinental Railroad affected the way that people interacted with their environment because provided the United States with many advancements. The introduction states, "The act offered funding to the Union Pacific and Central Pacific railroad companies to connect the country's existing tracks in the east to the western United States." This evidence shows that given the funding by the Pacific Railway Act in the early 1860s, they were able to connect the two railways and create a longer transportation route. In the table on source 1 it shows that the Transcontinental Railroad gave immigrants jobs. They provided a total of 10,500 - 13,000 immigrants with jobs, money, and even food for the Irish. This could greatly help people who are new to the country and have no job or way to provide for their families. Source 2 states, "...a few workers were able to send for wives and establish families and lasting communities in the United States" This shows that the Transcontinental Railroad also gave some immigrants a future and a family as well. Source 3 says, "Other indigenous peoples found themselves drawn into a closer relationship with railroad construction. For instance, some Pawnee men worked as scouts for the U.S. Army, defending railroad construction parties..." This evidence shows that they also gained help from the natives during the process of building the Transcontinental Railroad. Lastly, source 3 also states that "The U.S. Congress granted millions of acres of land to railroad companies." Congress was willing to give more land for this process making it easier to complete with more area to cover.

Anchor Annotation, Paper 15
Score Point 4

The student response demonstrates completion of all important components of the item by using many sources, including the introduction and sources 1-3. It notes that (*The act offered funding to...connect the country's existing tracks in the east to the Western United States*, and thus was able to "*create a longer transportation route.*"). It is one of the few responses that links Source 1 (*the Transcontinental Railroad gave immigrants jobs*) to Source 2 and the fact that this allowed for (*...workers...establish families and lasting communities in the United States.*). As opposed to the prior Anchor paper, this response addresses the immigrants' establishment of communities, which addresses the prompt, rather than the labor situation. Additionally, there is student interpretation of the fact that (*The U.S. Congress granted millions of acres of land to railroad companies*) which made (*this process...easier to complete.*) and that (*...some Pawnee men worked as scouts for the US Army...*). which (*...shows that they also gained help from the natives during the process of building.*).



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