



**Los Angeles Unified School District
Periodic Assessments**

Administration and Scoring Manual

HISTORY/SOCIAL SCIENCE

Grade **10**

Instructional Component 1

**DO NOT MAKE ANY MARKS ON
THIS BOOKLET
DO NOT DISCARD
THIS BOOKLET IS INTENDED FOR REUSE**

HISTORY/SOCIAL SCIENCE PERIODIC DIAGNOSTIC ASSESSMENT
Assessment Administration Procedure for Grades 7, 8, 10 & 11

Assessment design:

- Each assessment consists of 15 multiple-choice items and one short constructed response (SCR) item.
- The estimated administration time is 45 minutes.

Before the assessment:

- Confirm that you have the correct multiple-choice booklets and short constructed response (SCR) sheets for the assessment and course.
- Confirm that you have the correct individualized (blue) answer sheets for the assessment, course and period.
- You will be provided with generic answer sheets (orange) that are customized for your school. These answer sheets are intended for students whose names do not appear on your class roster or who were enrolled into the class after the individualized answer sheets were printed. The generic answer sheets can be used for any student, class or assessment at your school.

Administering the assessment:

- Distribute the assessment booklets and answer sheets.
- The assessment booklets are intended for reuse, so students should not write their names or make any marks on the assessment booklets.
- SCR sheets are consumable and are provided for each student and bundled in class sets. Space to record the score is provided on each individual student answer sheet.
- For students using the generic answer sheets, you or the student must fill in the student's name, Student Identification Number (Student ID number) and assessment code (large white numbers on a black background in the lower right corner on the front cover of each assessment booklet) and bubble in the corresponding spaces on the generic answer sheet.
 - ▶ If student IDs are not readily available, you can find them by logging on to the periodic assessment website at <https://lausd.corek12.com>. ***Please note the change of URL from the previous "lausd.princetonreview.com" and change old bookmarks to the new URL.*** To view your class, click on the "Class Details" link on the left of the page to open a window that shows your student roster. Clicking on "View/Print Student Roster" link will open a window that will show all students enrolled in your class as of the most recent enrollment data available. Student ID numbers will be in a column next to each student's name.
- Please ensure that any students taking the assessment in Spanish bubble in the appropriate space in the text box in the center of either the individualized (blue) answer sheets or the generic (orange) answer sheets.
- Read the assessment directions aloud (see attached script).

After the assessment:

- Upon collecting the multiple-choice assessment booklets, student answer sheets and the SCR answer sheet, please ensure that there are no stray marks on the multiple-choice answer sheets and that each student using a generic (orange) answer sheet has properly filled in the information required.
- Score the short constructed response (SCR) item according to the scoring guide provided and mark the student score on the bottom of each student’s multiple-choice answer sheet (individualized or generic) in the space marked “English/Language Arts & History/Social Science Short Constructed Response (SCR) Score Only.” *Note: The SCR is worth 5 points maximum—bubbling a 6, 7, or 8 will not assign any points beyond the 5 point maximum.*
 - ▶ **Answer sheets for students not enrolled in the class should not be returned. Bubbling “N” for “No Response” for a constructed response score for these students who did not take the assessment will result in a zero score being recorded for these students’ assessment(s) and will affect the class average performance.**
 - ▶ **Students who were absent may take the assessment when they return. Please keep the answer sheets for these students until the students return and can take the assessment. Once completed, these answer sheets may be sent separately.**
- After each assessment is completed, multiple-choice assessment booklets must be collected, checked for marks and then stored for their next use in another track or subsequent school year.

Remember: Generic (orange) answer sheets must have the student’s name, student ID number, and assessment code completely filled in to be scanned. *Class Header Sheets* (yellow) are included for each teacher and class and should be returned with the student answer sheets. Please bubble in how many answer sheets are being returned and the date of administration on the *Class Header Sheet*. *Class Header Sheets* may be copied to be sent in with any answer sheets for absent students.

Instructions for students

Teachers: Please read the following directions to your students:

Today you are going to take an assessment that will show how well you know and understand the history/social science material that was taught to you in the past few weeks.

Remember the following:

- Use a number 2 pencil only.
- Please do not write in or make any marks in the test booklet.
- Bubble in your answers on the answer sheet.*
- Bubble in only one answer per question.
- If you change an answer on the answer sheet, erase your first answer completely.

Instructions for students (Spanish)

Teachers: Please read the following directions to your students:

Hoy van a tomar una prueba que mostrará qué tan bien saben y entienden los temas de historia que se les ha enseñado en las últimas semanas.

Recuerden lo siguiente:

- Usen lápiz solamente.
- Pueden resolver los problemas en una hoja en blanco, por favor no marquen el libro de prueba.
- Marquen las respuestas en la hoja de respuestas.*
- Marquen únicamente una respuesta por pregunta.
- Si cambian una respuesta, borren completamente su primera respuesta.

* You may choose to model filling in a bubble correctly on a blackboard.

Answer Key and Rationales
Component 1

Item	Content Standard	Answer	Description of Distractors
1	10.1.1	B	(A) Under the feudal system, sovereignty rested solely with the landed nobility. As a political system, it did not positively influence modern Western political thought, which emphasizes popular sovereignty and the rule of law.
			(B) The direct democracy of the Athenian city-state is an ancestor of modern political thought.
			(C) The Industrial Revolution led to many new types of political thought, including Utopianism and socialism, but this did not directly lead to modern Western democracy.
			(D) The attitudes that fostered New Imperialism have been largely repudiated by Western democracies.
2	10.4.3	C	(A) The Opium War was fought to open Chinese markets for trade with England.
			(B) The Meiji Restoration industrialized Japan and led to its establishment as a world power.
			(C) Gandhi was one of the leaders in the struggle for India's independence from Great Britain. He spoke strongly against the inequalities of imperialism.
			(D) The Race for Africa took place during the era of New Imperialism but was not directly experienced by Mohandas Gandhi.
3	10.1.1	B	(A) Both the Greeks and the Romans believed that citizens should participate in government.
			(B) Neither the Greeks nor the Romans encouraged absolutism.
			(C) Roman government was based on a system of checks and balances between separate branches of government.
			(D) The ancient Romans believed that laws should be written down to avoid confusion and injustice.
4	10.3.6	D	(A) The English cloth industry suppressed strikes during the Industrial Revolution, but this did not specifically assist the emergence of capitalism.
			(B) The rise of factories during the Industrial Revolution in England actually ended the cottage industry, in which raw cotton was distributed to peasant families, who then spun and wove the raw cotton into cloth. Although it worked for a time, the cottage industry was far too slow to meet the increasing demand for cloth during the Industrial Revolution.
			(C) Adam Smith wrote <i>The Wealth of Nations</i> in 1776 at the early stages of industry. This text influenced the free-enterprise system that helped to propel the Industrial Revolution.
			(D) As both the demand for British textiles rose and the cost of production fell, British industrialists reaped substantial profits, which they were then able to reinvest in new factories and machinery. As this capital became more readily available, a new class of entrepreneurs emerged, eager to find new outlets for investment and new ways to make profits.

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Answer Key and Rationales
Component 1

Item	Content Standard	Answer	Description of Distractors
5	10.2.2	A	(A) The central principle of the Declaration of Independence is that a government cannot be legitimate unless it derives its authority from the consent of those who live under its power.
			(B) The separation of powers is an important principle of the American system of government and is enshrined in the Constitution.
			(C) The Declaration of Independence is for the most part an attack on the abuses of the British monarchy, not a defense of its rights.
			(D) The separation of church and state is enshrined in the Bill of Rights.
6	10.1.2	C	(A) Although the rule of law was important to the ancient Greeks, this quote does not illustrate the importance of law over the individual.
			(B) Aristotle does not discuss tyranny in this quote.
			(C) The quote illustrates Aristotle's belief that morality is inherent in the true nature of justice.
			(D) This quote does not specifically address the relationship of the individual to the state.
7	10.2.2	B	(A) The Church of England as a distinct sect of Christianity separate from the Catholic Church was established by the Act of Supremacy in 1534.
			(B) The right of habeas corpus and the due process of law, which is a central concept to both English and American law today, is based on principles laid out in the Magna Carta.
			(C) The governments of England and Scotland were not unified until 1707 with the passage of the Acts of Union.
			(D) One clause of the Magna Carta guaranteed the preservation of the traditional liberties of the city of London. However, this local matter is not the major lasting significance of the Magna Carta.
8	10.3.1	C	(A) Thanks to increased trade from its growing overseas empire, England accumulated a great deal of capital.
			(B) England's rise as an industrial power was aided by its easy access to the sea, as well as by its plentiful supply of coal and iron, resources that were vital to the development of industry.
			(C) Compared to its European rivals, England had a very stable, liberal system of government that placed few restrictions on trade and encouraged economic development. In this free society, ideas were exchanged freely, and entrepreneurs faced fewer obstacles when implementing their ideas.
			(D) With a growing colonial empire, England not only had access to a seemingly endless supply of natural resources, but also to a large number of overseas markets for the products it produced.

Answer Key and Rationales
Component 1

Item	Content Standard	Answer	Description of Distractors
9	10.2.4	C	(A) The French Revolution was focused on the monarchy in France and was not specifically concerned with religion.
			(B) Louis XIV had been executed prior to Napoleon Bonaparte's rise to power.
			(C) The French people hoped that a strong leader would be able to stop the turmoil that had engulfed France since the start of the Revolution.
			(D) The British were not in control of France during the French Revolution.
10	10.3.6	C	(A) Socialism has its roots in the Industrial Revolution, which took place long before the spread of fascism after World War I.
			(B) Adam Smith's <i>Wealth of Nations</i> is directly related to the emergence of capitalism, not socialism, as an economic philosophy.
			(C) Modern socialism was created by a group of writers grappling with the perceived injustice, inequalities, and suffering brought about by the capitalist system during the Industrial Revolution.
			(D) Although the idea of a Utopian society was related to the idea of socialism, most of the thinkers who popularized socialism disregarded it as impractical, choosing instead to focus on the more immediate problems of the Industrial Revolution.
11	10.2.5	D	(A) The socialist movement originated in the late nineteenth century, significantly after the Congress of Vienna (1814–1815).
			(B) The Congress of Vienna was a response to Napoleon's imperial ambitions within Europe. Its intent was to prevent the establishment of other European empires.
			(C) The Congress of Vienna and the Concert of Europe largely ignored Europe's ethnic boundaries in its attempt to return the continent to its pre-Napoleon political status quo. This had the effect of suppressing nationalism for a generation.
			(D) The Congress of Vienna and the Concert of Europe largely ignored Europe's ethnic boundaries in its attempt to return the continent to its pre-Napoleon political status quo. This had the effect of suppressing nationalism for a generation.
12	10.2.1	D	(A) The collapse of Communist East Germany was not directly influenced by the political philosophy of John Locke.
			(B) Locke wrote his <i>Second Treatise of Government</i> in defense of England's Glorious Revolution.
			(C) The Magna Carta was issued in 1215, long before John Locke's birth in 1632.
			(D) Both the ideas and many of the words in this quote found their way directly into the American Declaration of Independence.

Answer Key and Rationales
Component 1

Item	Content Standard	Answer	Description of Distractors
13	10.3.3	B	(A) The Glorious Revolution took place in the late seventeenth century, long before the population change shown on the chart.
			(B) Economic changes and new opportunities created by the Industrial Revolution led to a population explosion in British cities at this time.
			(C) Although the New Imperialism led to population increases in cities in the developing world, it did not lead to population growth in the cities of Europe.
			(D) The Enlightenment was an eighteenth-century philosophical movement that had little effect on the populations of cities.
14	10.3.2	B	(A) Although farming and affordable food distribution had become more mechanized and efficient over time, they were not related to the Bessemer process.
			(B) The Bessemer process helped to make steel an affordable commodity. Steel replaced wrought iron, which was much more brittle, and enabled a boom of construction and manufacturing.
			(C) Eli Whitney was the first to develop a factory system of mass production and interchangeable parts.
			(D) James Watt’s development of the steam engine led to many economic changes, including a faster transportation system.
15	10.4.1	A	(A) New Imperialism consistently featured the import of raw materials and the export of manufactured goods.
			(B) Socialism generally did not favor the imbalanced trade of the Imperialist era.
			(C) Utopian movements did not specifically address international trade and tended to be local in their scope.
			(D) Although Social Darwinism was a common attitude during the New Imperialism, it was not directly related to the economic relationships that Western nations had with their colonies.
SCR	10.2.2		1. French Declaration of Rights of Man and the Citizen, 1789 (1 point) 2. Answers may vary, but the student response should include the idea that all people have the right of free speech and expression. (1 point) 3. Answers will vary. However, student responses should point out that both excerpts call for the principles of due process of law or the right to a trial by jury. In addition, student responses should mention two of the following points from the list below: The U.S. Bill of Rights extended the Magna Carta by: <ul style="list-style-type: none"> • extending the right to a trial to all citizens • granting a trial by an impartial jury • guaranteeing a speedy, public trial • providing protection from cruel and unusual punishment (3 points)

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