



### 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

Grade	8	Subject	Social Studies	Question	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.

Stimulus 1



## 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*

## 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*





## Presentation Instructions for Question 4

## 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.