

# Ohio's State Tests

**ITEM RELEASE**

**SPRING 2016**

**AMERICAN  
GOVERNMENT**

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Content Summary and Answer Key**

Question No.	Item Type	Reporting Category	Content Statement	Answer Key	Points
1	Matching Item	Historic Documents	Amendments 11, 21 and 27 have addressed unique historical circumstances. (13)	---	2 points
2	Evidence-Based Selected Response	Historic Documents	The Bill of Rights was drafted in response to the national debate over the ratification of the Constitution of the United States. (8)	B; C, D	2 points
3	Graphic Response	Principles and Structure	Constitutional government in the United States has changed over time as a result of amendments to the U.S. Constitution, Supreme Court decisions, legislation and informal practices. (7)	---	2 points
4	Hot-Text Response	Principles and Structure	The political process creates a dynamic interaction among the three branches of government in addressing current issues. (15)	---	1 point
5	Multiple Choice	Principles and Structure	Law and public policy are created and implemented by three branches of government; each functions with its own set of powers and responsibilities. (14)	B	1 point

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Content Summary and Answer Key**

Question No.	Item Type	Reporting Category	Content Statement	Answer Key	Points
6	Multiple Choice	Principles and Structure	As the supreme law of the land, the U.S. Constitution incorporates basic principles that help define the government of the United States as a federal republic, including its structure, powers and relationship with the governed. (5)	C	1 point
7	Multiple Choice	Ohio/Policy/Economy	Individuals in Ohio have a responsibility to assist state and local governments as they address relevant and often controversial problems that directly affect their communities. (20)	B	1 point
8	Graphic Response	Ohio/Policy/Economy	As a framework for the state, the Ohio Constitution complements the federal structure of government in the United States. (19)	---	2 points
9	Multiple Choice	Ohio/Policy/Economy	The Federal Reserve System uses monetary tools to regulate the nation's money supply and moderate the effects of expansion and contraction in the economy. (24)	C	1 point

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Content Summary and Answer Key**

Question No.	Item Type	Reporting Category	Content Statement	Answer Key	Points
10	Multiple Choice	Historic Documents	The Ohio Constitution was drafted in 1851 to address difficulties in governing the state of Ohio. (18)	A	1 point
11	Multiple Choice	Principles and Structure	The processes of persuasion, compromise, consensus building and negotiation contribute to the resolution of conflicts and differences. (4)	D	1 point
12	Graphic Response	Principles and Structure	Historically, the United States has struggled with majority rule and the extension of minority rights. As a result of this struggle, the government has increasingly extended civil rights to marginalized groups and broadened opportunities for participation. (17)	---	2 points
13	Multiple Choice	Ohio/Policy/Economy	As a framework for the state, the Ohio Constitution complements the federal structure of government in the United States. (19)	D	1 point

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Content Summary and Answer Key**

Question No.	Item Type	Reporting Category	Content Statement	Answer Key	Points
14	Evidence-Based Selected Response	Principles and Structure	In the United States, people have rights that protect them from undue governmental interference. Rights carry responsibilities that help define how people use their rights and that require respect for the rights of others. (16)	A; B	2 points
15	Matching Item	Historic Documents	Amendments 16 through 19 responded to calls for reform during the Progressive Era. (10)	---	2 points
16	Short Response	Historic Documents	Four amendments have provided for extensions of suffrage to disenfranchised groups. (11)	---	2 points
17	Short Response	Principles and Structure	Issues can be analyzed through the critical use of information from public records, surveys, research data and policy positions of advocacy groups. (3)	---	2 points

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Content Summary and Answer Key**

Question No.	Item Type	Reporting Category	Content Statement	Answer Key	Points
18	Multiple Choice	Principles and Structure	The processes of persuasion, compromise, consensus building and negotiation contribute to the resolution of conflicts and differences. (4)	A	1 point
19	Multiple Choice	Ohio/Policy/Economy	Individuals and organizations play a role within federal, state and local governments in helping to determine public (domestic and foreign) policy. (22)	B	1 point
20	Graphic Response	Ohio/Policy/Economy	The Federal Reserve System uses monetary tools to regulate the nation's money supply and moderate the effects of expansion and contraction in the economy. (24)	---	2 points
21	Multi-Select Item	Ohio/Policy/Economy	Individuals in Ohio have a responsibility to assist state and local governments as they address relevant and often controversial problems that directly affect their communities. (20)	C, D, E	1 point
22	Multiple Choice	Principles and Structure	As the supreme law of the land, the U.S. Constitution incorporates basic principles that help define the government of the United States as a federal republic including its structure, powers and relationship with the governed. (5)	C	1 point



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Content Summary and Answer Key**

<b>Question No.</b>	<b>Item Type</b>	<b>Reporting Category</b>	<b>Content Statement</b>	<b>Answer Key</b>	<b>Points</b>
23	Multiple Choice	Principles and Structure	The processes of persuasion, compromise, consensus building and negotiation contribute to the resolution of conflicts and differences. (4)	B	1 point
24	Graphic Response	Historic Documents	The Reconstruction Era prompted Amendments 13 through 15 to address the aftermath of slavery and the Civil War. (9)	---	2 points
25	Extended Response	Historic Documents	The Federalist Papers and the Anti-Federalist Papers framed the national debate over the basic principles of government encompassed by the Constitution of the United States. (6)	---	4 points



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**Question 1**

**Question and Scoring Guidelines**

# Question 1

Several amendments to the U.S. Constitution have addressed unique historical circumstances.

Select the boxes to identify which amendment is described by each phrase.

	11th Amendment	21st Amendment	27th Amendment
Repealed Prohibition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Limited the jurisdiction of the federal courts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overtured the Supreme Court's ruling in <i>Chisholm v. Georgia</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prevented members of Congress from giving themselves pay raises during their current term	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Points Possible:** 2

**Reporting Category:** Historic Documents

**Content Statement:** Amendments 11, 21 and 27 have addressed unique historical circumstances. (13)

## Scoring Guidelines

For this item, a full-credit response includes:

- "21st Amendment" selected for "Repealed Prohibition";  
AND
- "11th Amendment" selected for "Limited the jurisdiction of the federal courts";  
AND
- "11th Amendment" selected for "Overtured the Supreme Court's ruling in *Chisholm v. Georgia*";  
AND
- "27th Amendment" selected for "Prevented members of Congress from giving themselves pay raises during their current term" (2 points).

For this item, a partial-credit response includes:

- At least two correct selections (1 point).

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**Question 1**

**Sample Responses**

## Sample Response: 2 points

Several amendments to the U.S. Constitution have addressed unique historical circumstances.

Select the boxes to identify which amendment is described by each phrase.

	11th Amendment	21st Amendment	27th Amendment
Repealed Prohibition	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Limited the jurisdiction of the federal courts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overtured the Supreme Court's ruling in <i>Chisholm v. Georgia</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prevented members of Congress from giving themselves pay raises during their current term	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### Notes on Scoring

This response earns full credit (2 points) because it identifies the correct amendments for all of the given phrases.

## Sample Response: 1 point

Several amendments to the U.S. Constitution have addressed unique historical circumstances.

Select the boxes to identify which amendment is described by each phrase.

	11th Amendment	21st Amendment	27th Amendment
Repealed Prohibition	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Limited the jurisdiction of the federal courts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Overtured the Supreme Court's ruling in <i>Chisholm v. Georgia</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prevented members of Congress from giving themselves pay raises during their current term	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### Notes on Scoring

This response earns partial credit (1 point) because it identifies the correct amendments for only two of the given phrases ("11th Amendment" selected for "Overtured the Supreme Court's ruling in *Chisholm v. Georgia*" and "27th Amendment" selected for "Prevented members of Congress from giving themselves pay raises during their current term")

## Sample Response: 1 point

Several amendments to the U.S. Constitution have addressed unique historical circumstances.

Select the boxes to identify which amendment is described by each phrase.

	11th Amendment	21st Amendment	27th Amendment
Repealed Prohibition	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Limited the jurisdiction of the federal courts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overtured the Supreme Court's ruling in <i>Chisholm v. Georgia</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Prevented members of Congress from giving themselves pay raises during their current term	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Notes on Scoring

This response earns partial credit (1 point) because it identifies the correct amendments for only two of the given phrases ("11th Amendment" selected for "Limited the jurisdiction of the federal courts" and "21st Amendment" selected for "Repealed Prohibition").



## Sample Response: 0 points

Several amendments to the U.S. Constitution have addressed unique historical circumstances.

Select the boxes to identify which amendment is described by each phrase.

	11th Amendment	21st Amendment	27th Amendment
Repealed Prohibition	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Limited the jurisdiction of the federal courts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overtured the Supreme Court's ruling in <i>Chisholm v. Georgia</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Prevented members of Congress from giving themselves pay raises during their current term	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Notes on Scoring

This response earns no credit (0 points) because it identifies the correct amendment for only one of the given phrases ("11th Amendment" selected for "Limited the jurisdiction of the federal courts").

## Sample Response: 0 points

Several amendments to the U.S. Constitution have addressed unique historical circumstances.

Select the boxes to identify which amendment is described by each phrase.

	11th Amendment	21st Amendment	27th Amendment
Repealed Prohibition	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Limited the jurisdiction of the federal courts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Overtured the Supreme Court's ruling in <i>Chisholm v. Georgia</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Prevented members of Congress from giving themselves pay raises during their current term	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Notes on Scoring

This response earns no credit (0 points) because it identifies the correct amendment for only one of the given phrases ("21st Amendment" selected for "Repealed Prohibition").

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**Question 2**

**Question and Scoring Guidelines**

## Question 2

The following question has two parts. First, answer part A. Then, answer part B.

### Part A

The Bill of Rights to the U.S. Constitution was drafted in response to the debate between Federalists and Anti-Federalists over the powers of the national government. The 6th Amendment is shown.

In all criminal prosecutions, [citizens] shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

Which issue is addressed by the 6th Amendment?

- Ⓐ powers of taxation
- Ⓑ rights of the accused
- Ⓒ protection of property
- Ⓓ protection from torture

### Part B

Select all of the Anti-Federalist quotes that express concerns over the issue that you identified in Part A.

- “In the bills of rights of the States it is declared, that a well regulated militia is the proper and natural defense of a free government.”
- “There is the same reason, therefore, that the exercise of power... should be restrained within proper limits, as in that of the State governments.”
- “What security is there, that a man shall be furnished with a full and plain description of the charges against him? That he shall be allowed to produce all proof he can in his favor?”
- “No man is secure of a trial in the county where he is charged to have committed a crime; he may be brought from Niagara to New York, or carried from Kentucky to Richmond for trial for an offense supposed to be committed.”

**Points Possible:** 2

**Reporting Category:** Historic Documents

**Content Statement:** The Bill of Rights was drafted in response to the national debate over the ratification of the Constitution of the United States. (8)

# Scoring Guidelines

## Part A

Rationale for Option A: This is incorrect. Although Federalists and Anti-Federalists debated about the federal government's power to tax citizens, the 6th Amendment does not address this issue.

Rationale for Option B: **Key** – The 6th Amendment protects the rights of the accused.

Rationale for Option C: This is incorrect. The 5th Amendment includes protections for property, not the 6th Amendment.

Rationale for Option D: This is incorrect. The 8th Amendment's prohibition on "cruel and unusual punishments" provides protection from torture, not the 6th Amendment.

## Part B

Rationale for First Option: This is incorrect. This quote raises concerns that are addressed by the 2nd, not the 6th, Amendment.

Rationale for Second Option: This is incorrect. This quote makes a general call for the limitation of federal power; it does not specifically address powers impacting the rights of the accused.

Rationale for Third Option: **Key** – This quote raises concerns about protections for the rights of the accused.

Rationale for Fourth Option: **Key** – This quote calls for protections for the rights of the accused.



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**Question 2**

**Sample Responses**

## Sample Response: 2 points

The following question has two parts. First, answer part A. Then, answer part B.

### Part A

The Bill of Rights to the U.S. Constitution was drafted in response to the debate between Federalists and Anti-Federalists over the powers of the national government. The 6th Amendment is shown.

In all criminal prosecutions, [citizens] shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

Which issue is addressed by the 6th Amendment?

- A powers of taxation
- B rights of the accused
- C protection of property
- D protection from torture

### Part B

Select all of the Anti-Federalist quotes that express concerns over the issue that you identified in Part A.

- “In the bills of rights of the States it is declared, that a well regulated militia is the proper and natural defense of a free government.”
- “There is the same reason, therefore, that the exercise of power... should be restrained within proper limits, as in that of the State governments.”
- “What security is there, that a man shall be furnished with a full and plain description of the charges against him? That he shall be allowed to produce all proof he can in his favor?”
- “No man is secure of a trial in the county where he is charged to have committed a crime; he may be brought from Niagara to New York, or carried from Kentucky to Richmond for trial for an offense supposed to be committed.”

### Notes on Scoring

This response earns full credit (2 points) because the student correctly identifies the issue addressed by the 6th Amendment (“rights of the accused”) in Part A. The student also correctly selects the two quotes in Part B that express concerns over the issue (“What security is there,...” and “No man is secure of a trial...”).



## Sample Response: 1 point

The following question has two parts. First, answer part A. Then, answer part B.

### Part A

The Bill of Rights to the U.S. Constitution was drafted in response to the debate between Federalists and Anti-Federalists over the powers of the national government. The 6th Amendment is shown.

In all criminal prosecutions, [citizens] shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

Which issue is addressed by the 6th Amendment?

- (A) powers of taxation
- (B) rights of the accused
- (C) protection of property
- (D) protection from torture

### Part B

Select all of the Anti-Federalist quotes that express concerns over the issue that you identified in Part A.

- "In the bills of rights of the States it is declared, that a well regulated militia is the proper and natural defense of a free government."
- "There is the same reason, therefore, that the exercise of power... should be restrained within proper limits, as in that of the State governments."
- "What security is there, that a man shall be furnished with a full and plain description of the charges against him? That he shall be allowed to produce all proof he can in his favor?"
- "No man is secure of a trial in the county where he is charged to have committed a crime; he may be brought from Niagara to New York, or carried from Kentucky to Richmond for trial for an offense supposed to be committed."

### Notes on Scoring

This response earns partial credit (1 point) because the student correctly identifies the issue addressed by the 6th Amendment ("rights of the accused") in Part A. However, the student selects only one of the correct quotes in Part B that expresses concerns over the issue ("No man is secure of a trial...").

## Sample Response: 1 point

The following question has two parts. First, answer part A. Then, answer part B.

### Part A

The Bill of Rights to the U.S. Constitution was drafted in response to the debate between Federalists and Anti-Federalists over the powers of the national government. The 6th Amendment is shown.

In all criminal prosecutions, [citizens] shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

Which issue is addressed by the 6th Amendment?

- (A) powers of taxation
- (B) rights of the accused
- (C) protection of property
- (D) protection from torture

### Part B

Select all of the Anti-Federalist quotes that express concerns over the issue that you identified in Part A.

- "In the bills of rights of the States it is declared, that a well regulated militia is the proper and natural defense of a free government."
- "There is the same reason, therefore, that the exercise of power... should be restrained within proper limits, as in that of the State governments."
- "What security is there, that a man shall be furnished with a full and plain description of the charges against him? That he shall be allowed to produce all proof he can in his favor?"
- "No man is secure of a trial in the county where he is charged to have committed a crime; he may be brought from Niagara to New York, or carried from Kentucky to Richmond for trial for an offense supposed to be committed."

### Notes on Scoring

This response earns partial credit (1 point) because the student correctly identifies the issue addressed by the 6th Amendment ("rights of the accused") in Part A. However, the student selects only one of the correct quotes in Part B that expresses concerns over the issue ("What security is there,...").

## Sample Response: 0 points

The following question has two parts. First, answer part A. Then, answer part B.

### Part A

The Bill of Rights to the U.S. Constitution was drafted in response to the debate between Federalists and Anti-Federalists over the powers of the national government. The 6th Amendment is shown.

In all criminal prosecutions, [citizens] shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

Which issue is addressed by the 6th Amendment?

- Ⓐ powers of taxation
- Ⓑ rights of the accused
- Ⓒ protection of property
- Ⓓ protection from torture

### Part B

Select all of the Anti-Federalist quotes that express concerns over the issue that you identified in Part A.

- “In the bills of rights of the States it is declared, that a well regulated militia is the proper and natural defense of a free government.”
- “There is the same reason, therefore, that the exercise of power... should be restrained within proper limits, as in that of the State governments.”
- “What security is there, that a man shall be furnished with a full and plain description of the charges against him? That he shall be allowed to produce all proof he can in his favor?”
- “No man is secure of a trial in the county where he is charged to have committed a crime; he may be brought from Niagara to New York, or carried from Kentucky to Richmond for trial for an offense supposed to be committed.”

### Notes on Scoring

This response earns no credit (0 points) because it incorrectly identifies the issue addressed by the 6th Amendment in Part A, which negates any selections in Part B. A student must answer Part A correctly in order to receive credit for Part B.

## Sample Response: 0 points

The following question has two parts. First, answer part A. Then, answer part B.

### Part A

The Bill of Rights to the U.S. Constitution was drafted in response to the debate between Federalists and Anti-Federalists over the powers of the national government. The 6th Amendment is shown.

In all criminal prosecutions, [citizens] shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

Which issue is addressed by the 6th Amendment?

- powers of taxation
- rights of the accused
- protection of property
- protection from torture

### Part B

Select all of the Anti-Federalist quotes that express concerns over the issue that you identified in Part A.

- "In the bills of rights of the States it is declared, that a well regulated militia is the proper and natural defense of a free government."
- "There is the same reason, therefore, that the exercise of power... should be restrained within proper limits, as in that of the State governments."
- "What security is there, that a man shall be furnished with a full and plain description of the charges against him? That he shall be allowed to produce all proof he can in his favor?"
- "No man is secure of a trial in the county where he is charged to have committed a crime; he may be brought from Niagara to New York, or carried from Kentucky to Richmond for trial for an offense supposed to be committed."

### Notes on Scoring

This response earns no credit (0 points) because it incorrectly identifies the issue addressed by the 6th Amendment in Part A, which negates any selections in Part B. A student must answer Part A correctly in order to receive credit for Part B.

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**Question 3**

**Question and Scoring Guidelines**

## Question 3

The United States government is based on several key principles. The U.S. Constitution has been amended to incorporate these principles to protect the rights of the people.

Identify the principles of government that relate to the amendment excerpts shown in the chart.

Move the three principles of government into the boxes next to the amendments they relate to.

Amendment Text Excerpts	Principles of Government
Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press...	
Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State...	
Congress may by law provide for the case wherein neither a President elect nor a Vice President elect shall have qualified, declaring who shall then act as President...	

**Principles**

Popular  
Sovereignty

Separation  
of Powers

Limited  
Government

**Points Possible:** 2

**Reporting Category:** Principles and Structure

**Content Statement:** Constitutional government in the United States has changed over time as a result of amendments to the U.S. Constitution, Supreme Court decisions, legislation and informal practices. (7)

## Scoring Guidelines

For this item, a full-credit response includes:

- “Limited Government” next to “Congress shall make no law...”;  
AND
- “Popular Sovereignty” next to “Representatives shall be apportioned among...”;  
AND
- “Separation of Powers” next to “Congress may by law provide for the case...” (2 points).

For this item, a partial-credit response includes:

- At least one principle matched to the correct amendment excerpt (1 point).

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**Question 3**

**Sample Responses**

## Sample Response: 2 points

The United States government is based on several key principles. The U.S. Constitution has been amended to incorporate these principles to protect the rights of the people.

Identify the principles of government that relate to the amendment excerpts shown in the chart.

Move the three principles of government into the boxes next to the amendments they relate to.

Amendment Text Excerpts	Principles of Government
Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press...	Limited Government
Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State...	Popular Sovereignty
Congress may by law provide for the case wherein neither a President elect nor a Vice President elect shall have qualified, declaring who shall then act as President...	Separation of Powers
<b>Principles</b>	

### Notes on Scoring

This response earns full credit (2 points) because it correctly identifies all three principles of government that relate to the amendment excerpts in the chart.



## Sample Response: 1 point

The United States government is based on several key principles. The U.S. Constitution has been amended to incorporate these principles to protect the rights of the people.

Identify the principles of government that relate to the amendment excerpts shown in the chart.

Move the three principles of government into the boxes next to the amendments they relate to.

Amendment Text Excerpts	Principles of Government
Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press...	Popular Sovereignty
Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State...	Limited Government
Congress may by law provide for the case wherein neither a President elect nor a Vice President elect shall have qualified, declaring who shall then act as President...	Separation of Powers
<b>Principles</b>	

### Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies only one of the principles of government that relates to the amendment excerpts in the chart (“Separation of Powers” next to “Congress may by law provide for the case...”).

## Sample Response: 1 point

The United States government is based on several key principles. The U.S. Constitution has been amended to incorporate these principles to protect the rights of the people.

Identify the principles of government that relate to the amendment excerpts shown in the chart.

Move the three principles of government into the boxes next to the amendments they relate to.

Amendment Text Excerpts	Principles of Government
Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press...	Limited Government
Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State...	Popular Sovereignty
Congress may by law provide for the case wherein neither a President elect nor a Vice President elect shall have qualified, declaring who shall then act as President...	
<b>Principles</b>	
Separation of Powers	

### Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies only two of the principles of government that relate to the amendment excerpts in the chart (“Limited Government” next to “Congress shall make no law...” and “Popular Sovereignty” next to “Representatives shall be apportioned among...”).

## Sample Response: 0 points

The United States government is based on several key principles. The U.S. Constitution has been amended to incorporate these principles to protect the rights of the people.

Identify the principles of government that relate to the amendment excerpts shown in the chart.

Move the three principles of government into the boxes next to the amendments they relate to.

Amendment Text Excerpts	Principles of Government
Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press...	Popular Sovereignty
Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State...	Separation of Powers
Congress may by law provide for the case wherein neither a President elect nor a Vice President elect shall have qualified, declaring who shall then act as President...	Limited Government
<b>Principles</b>	

**Notes on Scoring**

This response earns no credit (0 points) because it does not correctly identify any of the principles of government that relate to the amendment excerpts in the chart.

## Sample Response: 0 points

The United States government is based on several key principles. The U.S. Constitution has been amended to incorporate these principles to protect the rights of the people.

Identify the principles of government that relate to the amendment excerpts shown in the chart.

Move the three principles of government into the boxes next to the amendments they relate to.

Amendment Text Excerpts	Principles of Government
Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press...	
Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State...	Limited Government
Congress may by law provide for the case wherein neither a President elect nor a Vice President elect shall have qualified, declaring who shall then act as President...	Popular Sovereignty
<b>Principles</b>	
Separation of Powers	

### Notes on Scoring

This response earns no credit (0 points) because it does not correctly identify any of the principles of government that relate to the amendment excerpts in the chart.

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**Question 4**

**Question and Scoring Guidelines**

## Question 4

Move each action from the boxes next to the appropriate numbered space to complete the sequence that shows how the three branches of government can interact with one another.

1. The constitutionality of a housing law is challenged in court.
- 2.
3. A new housing bill is passed by both houses of Congress.
- 4.
- 5.

Congress overrides the veto and the bill becomes law.

The Supreme Court reviews the law and declares it unconstitutional.

The president vetoes the bill.

**Points Possible:** 1

**Reporting Category:** Principles and Structure

**Content Statement:** The political process creates a dynamic interaction among the three branches of government in addressing current issues. (15)

## Scoring Guidelines

For this item, a full-credit response includes:

- “The Supreme Court reviews the law and declares it unconstitutional.” at the second space;  
AND
- “The president vetoes the bill.” at the fourth space;  
AND
- “Congress overrides the veto and the bill becomes law.” at the fifth space (1 point).

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**Question 4**

**Sample Responses**

## Sample Response: 1 point

Move each action from the boxes next to the appropriate numbered space to complete the sequence that shows how the three branches of government can interact with one another.

1. The constitutionality of a housing law is challenged in court.
2. The Supreme Court reviews the law and declares it unconstitutional.
3. A new housing bill is passed by both houses of Congress.
4. The president vetoes the bill.
5. Congress overrides the veto and the bill becomes law.


### Notes on Scoring

This response earns full credit (1 point) because it correctly places all three actions in the appropriate numbered spaces to complete the sequence that shows how the three branches of government can interact with one another.



## Sample Response: 0 points

Move each action from the boxes next to the appropriate numbered space to complete the sequence that shows how the three branches of government can interact with one another.

1. The constitutionality of a housing law is challenged in court.
2. The president vetoes the bill.
3. A new housing bill is passed by both houses of Congress.
4. Congress overrides the veto and the bill becomes law.
5. The Supreme Court reviews the law and declares it unconstitutional.


### Notes on Scoring

This response earns no credit (0 points) because all three actions are incorrectly placed in the numbered spaces, which indicates an inadequate understanding of the concept needed to answer the item.



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**Question 5**

**Question and Scoring Guidelines**

## Question 5

Which branch or branches of the federal government enforce the laws?

- Ⓐ judicial
- Ⓑ executive
- Ⓒ legislative and judicial
- Ⓓ judicial and executive

**Points Possible:** 1

**Reporting Category:** Principles and Structure

**Content Statement:** Law and public policy are created and implemented by three branches of government; each functions with its own set of powers and responsibilities. (14)

## Scoring Guidelines

Rationale for Option A: This is incorrect. The judicial branch does not enforce laws.

Rationale for Option B: **Key** – The executive branch, as led by the president, is designated with the constitutional authority to enforce laws.

Rationale for Option C: This is incorrect. Neither branch enforces laws.

Rationale for Option D: This is incorrect. Only one of these branches enforces laws.

**Sample Response: 1 point**

Which branch or branches of the federal government enforce the laws?

- (A) judicial
- (B) executive
- (C) legislative and judicial
- (D) judicial and executive



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**Question 6**

**Question and Scoring Guidelines**

## Question 6

Before the U.S. Constitution was adopted, each state held a ratifying convention to discuss and vote on the Constitution.

Alexander Hamilton attended the New York state ratification convention. A quote from one of his speeches during the convention is shown.

Here [in the U.S. House of Representatives], sir, the people govern; here they act by their immediate representatives.

Which basic principle of governance is Hamilton highlighting in this quote?

- Ⓐ federalism
- Ⓑ limited government
- Ⓒ popular sovereignty
- Ⓓ separation of powers

**Points Possible:** 1

**Reporting Category:** Principles and Structure

**Content Statement:** As the supreme law of the land, the U.S. Constitution incorporates basic principles that help define the government of the United States as a federal republic, including its structure, powers and relationship with the governed. (5)



## Scoring Guidelines

Rationale for Option A: This is incorrect. Federalism is the idea of dividing political power between a central institution and constituent units (in this case, the federal government and the states). The quote, however, speaks of people acting through representatives, which illustrates the concept of popular sovereignty.

Rationale for Option B: This is incorrect. Limited government is the idea of a government that is kept in check by its own laws, so as not to encroach on the rights of its constituents. The quote, however, speaks of people acting through representatives, which illustrates the concept of popular sovereignty.

Rationale for Option C: Key – In the quote, Hamilton explains that people hold political power and that this power is manifested through political representation. The idea expressed in the quote is a clear reflection of the concept of popular sovereignty.

Rationale for Option D: This is incorrect. Separation of powers is the idea of giving different branches of government exclusive powers, so that conflicts of interest within government are avoided. The quote, however, speaks of people acting through representatives, which illustrates the concept of popular sovereignty.

### Sample Response: 1 point

Before the U.S. Constitution was adopted, each state held a ratifying convention to discuss and vote on the Constitution.

Alexander Hamilton attended the New York state ratification convention. A quote from one of his speeches during the convention is shown.

Here [in the U.S. House of Representatives], sir, the people govern; here they act by their immediate representatives.

Which basic principle of governance is Hamilton highlighting in this quote?

- (A) federalism
- (B) limited government
- (C) popular sovereignty
- (D) separation of powers



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**Question 7**

**Question and Scoring Guidelines**

## Question 7

Which action describes a civic responsibility at the local or municipal level?

- Ⓐ filing federal taxes
- Ⓑ participating in school board meetings
- Ⓒ launching a campaign to be elected to state office
- Ⓓ worshipping at a local church, temple, synagogue, or mosque

**Points Possible:** 1

**Reporting Category:** Ohio/Policy/Economy

**Content Statement:** Individuals in Ohio have a responsibility to assist state and local governments as they address relevant and often controversial problems that directly affect their communities. (20)

## Scoring Guidelines

Rationale for Option A: This is incorrect. This describes forms of civic responsibility at the national level.

Rationale for Option B: **Key** – Actively participating in the administration of local or regional institutions, such as the school system or neighborhood watch programs associated with helping local police departments, are examples of local civic responsibility.

Rationale for Option C: This is incorrect. This describes a form of civic responsibility at the state level.

Rationale for Option D: This is incorrect. This describes a right, not a responsibility.

**Sample Response: 1 point**

Which action describes a civic responsibility at the local or municipal level?

- (A) filing federal taxes
- (B) participating in school board meetings
- (C) launching a campaign to be elected to state office
- (D) worshiping at a local church, temple, synagogue, or mosque



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**Question 8**

**Question and Scoring Guidelines**

## Question 8

Use your knowledge of the federal government and Ohio's state government to identify the powers of each level of government.

Move each government power into the Federal Government or the State Government column.

Federal Government	State Government
Conduct elections	Declare war
Print money	Raise sales tax
Ratify constitutional amendments	Regulate foreign trade

**Points Possible:** 2

**Reporting Category:** Ohio/Policy/Economy

**Content Statement:** As a framework for the state, the Ohio Constitution complements the federal structure of government in the United States. (19)



## Scoring Guidelines

For this item, a full-credit response includes:

- “Regulate foreign trade” in “Federal Government”;  
AND
- “Declare war” in “Federal Government”;  
AND
- “Print money” in “Federal Government”;  
AND
- “Raise sales tax” in “State Government”;  
AND
- “Conduct elections” in “State Government”;  
AND
- “Ratify constitutional amendments” in “State Government” (2 points).

For this item, a partial-credit response includes:

- Four or five powers correctly identified (1 point).



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**Question 8**

**Sample Responses**

## Sample Response: 2 points

Use your knowledge of the federal government and Ohio's state government to identify the powers of each level of government.

Move each government power into the Federal Government or the State Government column.

Federal Government	State Government
Regulate foreign trade	
	Raise sales tax
Declare war	Conduct elections
Print money	Ratify constitutional amendments

### Notes on Scoring

This response earns full credit (2 points) because it has all six of the government powers correctly placed under the appropriate level of government.

## Sample Response: 1 point

Use your knowledge of the federal government and Ohio's state government to identify the powers of each level of government.

Move each government power into the Federal Government or the State Government column.

Federal Government	State Government
Regulate foreign trade	
	Raise sales tax
	Declare war
Ratify constitutional amendments	Conduct elections
Print money	

### Notes on Scoring

This response earns partial credit (1 point) because it has four of the government powers correctly placed under the appropriate level of government. "Ratify constitutional amendments" is placed incorrectly because it describes a power of state government, not the federal government. "Declare war" is also placed incorrectly because it describes a power of the federal government, not state government.

## Sample Response: 1 point

Use your knowledge of the federal government and Ohio's state government to identify the powers of each level of government.

Move each government power into the Federal Government or the State Government column.

Federal Government	State Government
Regulate foreign trade	
	Raise sales tax
Ratify constitutional amendments	
Print money	Conduct elections
	Declare war

### Notes on Scoring

This response earns partial credit (1 point) because it has four of the government powers correctly placed under the appropriate level of government. "Ratify constitutional amendments" is placed incorrectly because it describes a power of state government, not the federal government. "Declare war" was also not correctly placed. It describes a power of the federal government.

### Sample Response: 1 point

Use your knowledge of the federal government and Ohio's state government to identify the powers of each level of government.

Move each government power into the Federal Government or the State Government column.

Federal Government	State Government
Regulate foreign trade	
	Raise sales tax
Ratify constitutional amendments	Conduct elections
Print money	
Declare war	

#### Notes on Scoring

This response earns partial credit (1 point) because it has five of the government powers correctly placed under the appropriate level of government. "Ratify constitutional amendments" is placed incorrectly because it describes a power of state government, not the federal government.

## Sample Response: 0 points

Use your knowledge of the federal government and Ohio's state government to identify the powers of each level of government.

Move each government power into the Federal Government or the State Government column.

Federal Government	State Government
	Regulate foreign trade
Raise sales tax	
Ratify constitutional amendments	Conduct elections
	Print money
Declare war	

### Notes on Scoring

This response earns no credit (0 points) because it has only two of the government powers correctly placed under the appropriate level of government ("Conduct elections" under State Government, and "Declare war" under Federal Government).



## Sample Response: 0 points

Use your knowledge of the federal government and Ohio's state government to identify the powers of each level of government.

Move each government power into the Federal Government or the State Government column.

Federal Government	State Government
Raise sales tax	Regulate foreign trade
Print money	Conduct elections
Declare war	
Ratify constitutional amendments	

### Notes on Scoring

This response earns no credit (0 points) because it has only three of the government powers correctly placed under the appropriate level of government ("Conduct elections" under State Government, "Declare war" under Federal Government and "Print money" under Federal Government).

## Sample Response: 0 points

Use your knowledge of the federal government and Ohio's state government to identify the powers of each level of government.

Move each government power into the Federal Government or the State Government column.

Federal Government	State Government
Raise sales tax	Regulate foreign trade
Declare war	Print money
Conduct elections	Ratify constitutional amendments

### Notes on Scoring

This response earns no credit (0 points) because it has only two of the government powers correctly placed under the appropriate level of government ("Declare war" under Federal Government and "Ratify constitutional amendments" under State Government).

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**Question 9**

**Question and Scoring Guidelines**

## Question 9

What is one way the Federal Reserve System regulates economic activity?

- Ⓐ regulating tariff rates on foreign imports
- Ⓑ regulating production of consumer goods
- Ⓒ regulating the amount of money in circulation
- Ⓓ regulating spending by the federal government

**Points Possible:** 1

**Reporting Category:** Ohio/Policy/Economy

**Content Statement:** The Federal Reserve System uses monetary tools to regulate the nation's money supply and moderate the effects of expansion and contraction in the economy. (24)

## Scoring Guidelines

Rationale for Option A: This is incorrect. Tariff rates are set by and controlled by Congress, not the Federal Reserve System.

Rationale for Option B: This is incorrect. Regulation of consumer goods is controlled by Congress, not the Federal Reserve System.

Rationale for Option C: **Key** – This is a function of the Federal Reserve System.

Rationale for Option D: This is incorrect. Federal spending is controlled by Congress, not the Federal Reserve System.

**Sample Response: 1 point**

What is one way the Federal Reserve System regulates economic activity?

- Ⓐ regulating tariff rates on foreign imports
- Ⓑ regulating production of consumer goods
- Ⓒ regulating the amount of money in circulation
- Ⓓ regulating spending by the federal government



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**Question 10**

**Question and Scoring Guidelines**

## Question 10

The Ohio Constitution of 1851 established district courts.

How did this solve an existing problem in the state?

- Ⓐ It reduced the burden on the Ohio Supreme Court.
- Ⓑ It brought civic order during a time of social disorder and chaos.
- Ⓒ It curbed the federal government's infringement on Ohio's state rights.
- Ⓓ It provided additional checks and balances against the executive branch.

**Points Possible:** 1

**Reporting Category:** Historic Documents

**Content Statement:** The Ohio Constitution was drafted in 1851 to address difficulties in governing the state of Ohio. (18)

## Scoring Guidelines

Rationale for Option A: **Key** – Prior to the 1851 Ohio Constitution, the Ohio Supreme Court had to convene in each county once a year. District courts were established to reduce the burdens placed upon the Ohio Supreme Court.

Rationale for Option B: This is incorrect. District courts were not established to solve the problem of social disorder and chaos, as civil order was not under threat during this time; rather, district courts were created to reduce the burden on the Ohio Supreme Court.

Rationale for Option C: This is incorrect. Ohio's state sovereignty was not threatened by the federal government any more than other states during this time period. Additionally, the creation of district courts would not help to solve the problem of federal government infringement on state rights.

Rationale for Option D: This is incorrect. Prior to the 1851 Ohio Constitution, the governor had little power. District courts were not created to provide additional checks and balances against the executive branch, but to relieve the burden placed on the Ohio Supreme Court.



### Sample Response: 1 point

The Ohio Constitution of 1851 established district courts.

How did this solve an existing problem in the state?

- A It reduced the burden on the Ohio Supreme Court.
- B It brought civic order during a time of social disorder and chaos.
- C It curbed the federal government's infringement on Ohio's state rights.
- D It provided additional checks and balances against the executive branch.



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**Question 11**

**Question and Scoring Guidelines**

## Question 11

Consensus building as a way of solving conflict is an important tool for citizens of a democratic society.

Which statement describes consensus building?

- Ⓐ Both parties sacrifice something they want in order to resolve a conflict.
- Ⓑ Both parties agree to a series of meetings in order to discuss solutions to a conflict.
- Ⓒ Both parties try to convince each other that their idea is better in order to solve a conflict.
- Ⓓ Both parties search for common ground or areas of mutual agreement in order to solve a conflict.

**Points Possible:** 1

**Reporting Category:** Principles and Structure

**Content Statement:** The processes of persuasion, compromise, consensus building and negotiation contribute to the resolution of conflicts and differences. (4)

## Scoring Guidelines

Rationale for Option A: This is incorrect. This answer choice describes compromise.

Rationale for Option B: This is incorrect. This answer choice describes negotiation.

Rationale for Option C: This is incorrect. This answer choice describes persuasion.

Rationale for Option D: **Key** – Building consensus requires actively seeking out what opposing parties have in common and using that as a basis for further negotiation.

## Sample Response: 1 point

Consensus building as a way of solving conflict is an important tool for citizens of a democratic society.

Which statement describes consensus building?

- (A) Both parties sacrifice something they want in order to resolve a conflict.
- (B) Both parties agree to a series of meetings in order to discuss solutions to a conflict.
- (C) Both parties try to convince each other that their idea is better in order to solve a conflict.
- (D) Both parties search for common ground or areas of mutual agreement in order to solve a conflict.



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**Question 12**

**Question and Scoring Guidelines**

## Question 12

In the 1950s and 1960s, the federal government acted to extend civil rights to African Americans.

Match each branch of the federal government with an action it took to extend civil rights during this period.

Move the appropriate branch into the correct box.

- You do not need to use all the branches.

**Actions to Advance Civil Rights**

Sent the National Guard to enforce desegregation in the South  

Declared that segregation in public schools was unconstitutional  

**Branches**

Executive	Judicial	Legislative
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**Points Possible:** 2

**Reporting Category:** Principles and Structure

**Content Statement:** Historically, the United States has struggled with majority rule and the extension of minority rights. As a result of this struggle, the government has increasingly extended civil rights to marginalized groups and broadened opportunities for participation. (17)

## Scoring Guidelines

For this item, a full-credit response includes:

- “Executive” at “Sent the National Guard to enforce desegregation in the South”;
- AND
- “Judicial” at “Declared that segregation in public schools was unconstitutional” (2 points).

For this item, a partial-credit response includes:

- One branch matched to the correct action (1 point).



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**Question 12**

**Sample Responses**

## Sample Response: 2 points

In the 1950s and 1960s, the federal government acted to extend civil rights to African Americans.

Match each branch of the federal government with an action it took to extend civil rights during this period.

Move the appropriate branch into the correct box.

- You do not need to use all the branches.

**Actions to Advance Civil Rights**

Sent the National Guard to enforce desegregation in the South	<div style="border: 1px dashed gray; padding: 2px 5px; display: inline-block;">Executive</div>
Declared that segregation in public schools was unconstitutional	<div style="border: 1px dashed gray; padding: 2px 5px; display: inline-block;">Judicial</div>

**Branches**

Legislative

### Notes on Scoring

This response earns full credit (2 points) because it correctly matches both branches of the federal government on the chart with an action that each branch took to extend civil rights during the 1950s and 1960s.

## Sample Response: 1 point

In the 1950s and 1960s, the federal government acted to extend civil rights to African Americans.

Match each branch of the federal government with an action it took to extend civil rights during this period.

Move the appropriate branch into the correct box.

- You do not need to use all the branches.

**Actions to Advance Civil Rights**

Sent the National Guard to enforce desegregation in the South	<div style="border: 1px dashed gray; padding: 2px; display: inline-block;">Executive</div>
Declared that segregation in public schools was unconstitutional	<div style="border: 1px dashed gray; padding: 2px; display: inline-block;">Legislative</div>

**Branches**

Judicial

### Notes on Scoring

This response earns partial credit (1 point) because it correctly matches only one of the branches of the federal government on the chart with an action that the branch took to extend civil rights during the 1950s and 1960s ("Executive" at "Sent the National Guard...").

## Sample Response: 1 point

In the 1950s and 1960s, the federal government acted to extend civil rights to African Americans.

Match each branch of the federal government with an action it took to extend civil rights during this period.

Move the appropriate branch into the correct box.

- You do not need to use all the branches.

**Actions to Advance Civil Rights**

Sent the National Guard to enforce desegregation in the South	Legislative
Declared that segregation in public schools was unconstitutional	Judicial

**Branches**

	Executive
--	-----------

### Notes on Scoring

This response earns partial credit (1 point) because it correctly matches only one of the branches of the federal government on the chart with an action that the branch took to extend civil rights during the 1950s and 1960s ("Judicial" at "Declared that segregation...").

## Sample Response: 0 points

In the 1950s and 1960s, the federal government acted to extend civil rights to African Americans.

Match each branch of the federal government with an action it took to extend civil rights during this period.

Move the appropriate branch into the correct box.

- You do not need to use all the branches.

### Actions to Advance Civil Rights

Sent the National Guard to enforce desegregation in the South

Legislative

Declared that segregation in public schools was unconstitutional

Executive

### Branches

Judicial

### Notes on Scoring

This response earns no credit (0 points) because it indicates inadequate understanding of the concepts needed to answer the item.

## Sample Response: 0 points

In the 1950s and 1960s, the federal government acted to extend civil rights to African Americans.

Match each branch of the federal government with an action it took to extend civil rights during this period.

Move the appropriate branch into the correct box.

- You do not need to use all the branches.

**Actions to Advance Civil Rights**

Sent the National Guard to enforce desegregation in the South	<input type="text" value="Legislative"/>
Declared that segregation in public schools was unconstitutional	<input type="text"/>

**Branches**

<input type="text" value="Judicial"/>	<input type="text" value="Executive"/>
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### Notes on Scoring

This response earns no credit (0 points) because it indicates inadequate understanding of the concepts needed to answer the item.

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**Question 13**

**Question and Scoring Guidelines**

## Question 13

What happens when the laws of Ohio and the federal government contradict one another?

- (A) The Ohio Supreme Court determines which law will be enforced in Ohio.
- (B) State law is followed because both constitutions agree that state law takes precedence over federal law.
- (C) The U.S. Congress holds hearings on the conflict and determines which law will govern the people of Ohio.
- (D) The U.S. Constitution is followed because it states that the laws of the United States take precedence over state law.

**Points Possible:** 1

**Reporting Category:** Ohio/Policy/Economy

**Content Statement:** As a framework for the state, the Ohio Constitution complements the federal structure of government in the United States. (19)

## Scoring Guidelines

Rationale for Option A: This is incorrect. The Ohio Supreme Court does not make the decision, and state law must conform to federal law.

Rationale for Option B: This is incorrect. The U.S. Constitution states that federal law takes precedence over state law.

Rationale for Option C: This is incorrect. The U.S. Congress makes the laws with the knowledge that they will apply in all states. Individual states do not make their own decisions on whether or not to follow laws.

Rationale for Option D: **Key** – Article VI of the U.S. Constitution states that the "Constitution, and the laws of the United States . . . shall be the supreme Law of the Land" so the U.S. Constitution is followed.



## Sample Response: 1 point

What happens when the laws of Ohio and the federal government contradict one another?

- (A) The Ohio Supreme Court determines which law will be enforced in Ohio.
- (B) State law is followed because both constitutions agree that state law takes precedence over federal law.
- (C) The U.S. Congress holds hearings on the conflict and determines which law will govern the people of Ohio.
- (D) The U.S. Constitution is followed because it states that the laws of the United States take precedence over state law.



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**Question 14**

**Question and Scoring Guidelines**

## Question 14

The following question has two parts. First, answer part A. Then, answer part B.

### Part A

In the United States, rights carry responsibilities.

Which is a civic responsibility of citizens?

- (A) serving on a jury
- (B) attending college
- (C) donating money to charity
- (D) being active in a political party

### Part B

Which right of U.S. citizens does the civic responsibility that you selected in Part A safeguard?

- (A) right to an education
- (B) right to an impartial jury
- (C) right to be mayor of a city
- (D) right to read the newspaper

**Points Possible:** 2

**Reporting Category:** Principles and Structure

**Content Statement:** In the United States, people have rights that protect them from undue governmental interference. Rights carry responsibilities that help define how people use their rights and that require respect for the rights of others. (16)

# Scoring Guidelines

## Part A

Rationale for Option A: **Key** – Serving on a jury is a civic responsibility of citizens in the United States associated with the right to a jury trial.

Rationale for Option B: This is incorrect. Attending college is something people may choose to do, but it is not a civic responsibility of citizens in the United States.

Rationale for Option C: This is incorrect. Donating money to charity is something people may choose to do, but it is not a civic responsibility of citizens in the United States.

Rationale for Option D: This is incorrect. Being active in a political party is a way of participating in the political process, but it is not a civic responsibility of citizens in the United States.

## Part B

Rationale for Option A: This is incorrect. Serving on a jury does not safeguard a citizen's right to an education. It safeguards a citizen's right to a public trial and impartial jurors.

Rationale for Option B: **Key** – Serving on a jury is a civic responsibility associated with the right to an impartial jury trial, which is guaranteed under the 6th Amendment.

Rationale for Option C: This is incorrect. While citizens do have the right to run for political office, serving on a jury does not safeguard this right.

Rationale for Option D: This is incorrect. While citizens do have the right to read what they want, serving on a jury does not safeguard this right.



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**Question 14**

**Sample Responses**

## Sample Response: 2 points

The following question has two parts. First, answer part A. Then, answer part B.

### Part A

In the United States, rights carry responsibilities.

Which is a civic responsibility of citizens?

- A serving on a jury
- B attending college
- C donating money to charity
- D being active in a political party

### Part B

Which right of U.S. citizens does the civic responsibility that you selected in Part A safeguard?

- A right to an education
- B right to an impartial jury
- C right to be mayor of a city
- D right to read the newspaper

### Notes on Scoring

This response earns full credit (2 points) because it correctly identifies a civic responsibility of citizens in Part A (“serving on a jury”) as well as the right of U.S. citizens that this responsibility safeguards in Part B (“right to an impartial jury”).



## Sample Response: 1 point

The following question has two parts. First, answer part A. Then, answer part B.

### Part A

In the United States, rights carry responsibilities.

Which is a civic responsibility of citizens?

- serving on a jury
- attending college
- donating money to charity
- being active in a political party

### Part B

Which right of U.S. citizens does the civic responsibility that you selected in Part A safeguard?

- right to an education
- right to an impartial jury
- right to be mayor of a city
- right to read the newspaper

### Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies a civic responsibility of citizens in Part A (“serving on a jury”), but it incorrectly identifies the right of U.S. citizens that this responsibility safeguards in Part B.

## Sample Response: 0 points

The following question has two parts. First, answer part A. Then, answer part B.

### Part A

In the United States, rights carry responsibilities.

Which is a civic responsibility of citizens?

- (A) serving on a jury
- (B) attending college
- (C) donating money to charity
- (D) being active in a political party

### Part B

Which right of U.S. citizens does the civic responsibility that you selected in Part A safeguard?

- (A) right to an education
- (B) right to an impartial jury
- (C) right to be mayor of a city
- (D) right to read the newspaper

### Notes on Scoring

This response earns no credit (0 points) because it indicates inadequate understanding of the concepts needed to answer the item.

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**Question 15**

**Question and Scoring Guidelines**

## Question 15

During the early 20th century, several amendments to the U.S. Constitution were ratified to address the concerns of Progressive Era reformers.

Select the boxes to identify the effect of each constitutional amendment listed.

	16th Amendment	17th Amendment	18th Amendment	19th Amendment
Established a federal income tax	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guaranteed full suffrage rights to women	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mandated the direct election of senators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prohibited the sale of alcoholic beverages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Points Possible:** 2

**Reporting Category:** Historic Documents

**Content Statement:** Amendments 16 through 19 responded to calls for reform during the Progressive Era. (10)

## Scoring Guidelines

For this item, a full-credit response includes:

- “16th Amendment” selected for “Established a federal income tax”;  
AND
- “19th Amendment” selected for “Guaranteed full suffrage rights to women”;  
AND
- “17th Amendment” selected for “Mandated the direct election of senators”;  
AND
- “18th Amendment” selected for “Prohibited the sale of alcoholic beverages” (2 points).

For this item, a partial-credit response includes:

- At least two correct selections (1 point).

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**Question 15**

**Sample Responses**

## Sample Response: 2 points

During the early 20th century, several amendments to the U.S. Constitution were ratified to address the concerns of Progressive Era reformers.

Select the boxes to identify the effect of each constitutional amendment listed.

	16th Amendment	17th Amendment	18th Amendment	19th Amendment
Established a federal income tax	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guaranteed full suffrage rights to women	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mandated the direct election of senators	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prohibited the sale of alcoholic beverages	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Notes on Scoring

This response earns full credit (2 points) because it correctly identifies each constitutional amendment with its effect.

## Sample Response: 1 point

During the early 20th century, several amendments to the U.S. Constitution were ratified to address the concerns of Progressive Era reformers.

Select the boxes to identify the effect of each constitutional amendment listed.

	16th Amendment	17th Amendment	18th Amendment	19th Amendment
Established a federal income tax	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guaranteed full suffrage rights to women	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mandated the direct election of senators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Prohibited the sale of alcoholic beverages	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies only two constitutional amendments with their effects (“16th Amendment” selected for “Established a federal income tax” and “18th Amendment” selected for “Prohibited the sale of alcoholic beverages”).

## Sample Response: 1 point

During the early 20th century, several amendments to the U.S. Constitution were ratified to address the concerns of Progressive Era reformers. Select the boxes to identify the effect of each constitutional amendment listed.

	16th Amendment	17th Amendment	18th Amendment	19th Amendment
Established a federal income tax	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Guaranteed full suffrage rights to women	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mandated the direct election of senators	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prohibited the sale of alcoholic beverages	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies only two constitutional amendments with their effects (“17th Amendment” selected for “Mandated the direct election of senators” and “19th Amendment” selected for “Guaranteed full suffrage rights to women”).



## Sample Response: 0 points

During the early 20th century, several amendments to the U.S. Constitution were ratified to address the concerns of Progressive Era reformers.

Select the boxes to identify the effect of each constitutional amendment listed.

	16th Amendment	17th Amendment	18th Amendment	19th Amendment
Established a federal income tax	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Guaranteed full suffrage rights to women	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mandated the direct election of senators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Prohibited the sale of alcoholic beverages	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Notes on Scoring

This response earns no credit (0 points) because it indicates inadequate understanding of the concepts needed to answer the item.

## Sample Response: 0 points

During the early 20th century, several amendments to the U.S. Constitution were ratified to address the concerns of Progressive Era reformers.

Select the boxes to identify the effect of each constitutional amendment listed.

	16th Amendment	17th Amendment	18th Amendment	19th Amendment
Established a federal income tax	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Guaranteed full suffrage rights to women	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mandated the direct election of senators	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prohibited the sale of alcoholic beverages	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Notes on Scoring

This response earns no credit (0 points) because it correctly identifies only one constitutional amendment with its effect ("19th Amendment" selected for "Guaranteed full suffrage rights to women").

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**Question 16**

**Question and Scoring Guidelines**

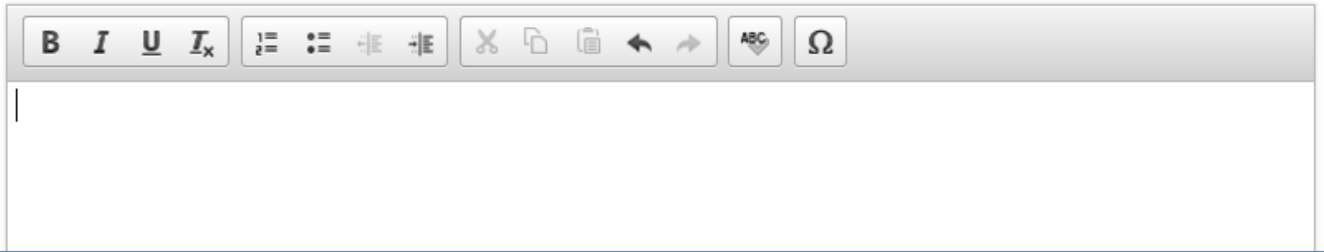
## Question 16

Voting rights in the United States have been extended through four amendments to the U.S. Constitution.

Identify the group of people who were granted suffrage by the 26th Amendment.

Then, explain one reason for the amendment's ratification.

Type your answer in the space provided.



**Points Possible:** 2

**Reporting Category:** Historic Documents

**Content Statement:** Four amendments have provided for extensions of suffrage to disenfranchised groups. (11)

## Scoring Guidelines

### Exemplar Response

- The 26th Amendment granted the right to vote to citizens who are 18 or older. Citizens and politicians worked to ensure the passage of the 26th Amendment in 1971 because they believed that the young American men who were drafted to fight in the Vietnam War should be able to contribute to the country's decision-making process by voting.

### Other Responses

#### **Identification:**

- The 26th Amendment gave the right to vote to Americans aged 18 and up.
- The 26th Amendment gave the right to vote to Americans aged 18 to 21.

- The 26th Amendment gave the right to vote to Americans old enough to serve in the military.

**Reason:**

- If a person serves in the military, he should have the right to vote.
- Other accurate responses for reasoning will also be awarded credit. These may include:
  - To engage youth in the political process
  - To increase voter turnout
  - People 18 and above pay taxes and therefore should be able to vote

<u>Score Point</u>	<u>Description</u>
2 points	The response includes one correct identification of the group that was granted voting rights by the 26th Amendment. The response includes one correct explanation of the reasons that caused the amendment to be brought up and ratified.
1 point	The response includes one correct identification of the group that was granted voting rights by the 26th Amendment.  OR  The response includes one correct explanation of why/what caused the amendment to be brought up and ratified.
0 points	The response does not meet the criteria required to earn one point. The response indicates inadequate or no understanding of the task and/or the idea or concept needed to answer the item. The response may provide an incorrect solution/response.



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**Question 16**

**Sample Responses**

## Sample Response: 2 points

Voting rights in the United States have been extended through four amendments to the U.S. Constitution.

Identify the group of people who were granted suffrage by the 26th Amendment.

Then, explain one reason for the amendment's ratification.

Type your answer in the space provided.

**B I U I<sub>x</sub>**

The 26th amendment granted suffrage to citizen 18 and older, when the voting age had previously been 21. This is because during the late 1960's and early 1970's the United States was at war with Vietnam and young men ages 18 and older were drafted at high rates. Many people posed the argument that these young people were being sent fight for their country but had no say in what it was doing. Thus this age group was given the right to vote.

### Notes on Scoring

This response earns full credit (2 points) because it correctly identifies the group that was granted voting rights by the 26th Amendment ("The 26th amendment granted suffrage to citizen 18 and older"). It also provides a correct explanation of a reason that caused the amendment to be brought up and ratified ("This is because during the late 1960's and early 1970's the United States was at war with Vietnam and young men ages 18 and older were drafted at high rates. Many people posed the argument that these young people were being sent fight for their country but had no say in what it was doing. Thus this age group was given the right to vote.")



## Sample Response: 2 points

Voting rights in the United States have been extended through four amendments to the U.S. Constitution.

Identify the group of people who were granted suffrage by the 26th Amendment.

Then, explain one reason for the amendment's ratification.

Type your answer in the space provided.



The 26th amendment in our U.S. Constitution gives United States citizens that are 18 years of age the ability to vote. One reason this amendment was added is because the 18 year olds that are going to fight for our country should be allowed to vote for the President of the country they are going to be fighting for.

### Notes on Scoring

This response earns full credit (2 points) because it correctly identifies the group that was granted voting rights by the 26th Amendment (“The 26th amendment in our U.S. Constitution gives United States citizens that are 18 years of age the ability to vote.”). It also provides a correct explanation of a reason that caused the amendment to be brought up and ratified (“because the 18 year olds that are going to fight for our country should be allowed to vote for the President of the country they are going to be fighting for”).

## Sample Response: 2 points

Voting rights in the United States have been extended through four amendments to the U.S. Constitution.

Identify the group of people who were granted suffrage by the 26th Amendment.

Then, explain one reason for the amendment's ratification.

Type your answer in the space provided.

**B** *I* U ~~I<sub>x</sub>~~    ¶    ☰    ☲    ☱    ✂    📄    📁    ↶    ↷    ABC    Ω

The group that gained voting rights from the 26th amendment was 18 year olds.  
One reason for ratification is that it was unfair for people 18 and up to be drafted to war, if they could not also vote.

### Notes on Scoring

This response earns full credit (2 points) because it correctly identifies the group that was granted voting rights by the 26th Amendment ("18 year olds"). It also provides a correct explanation of a reason that caused the amendment to be brought up and ratified ("it was unfair for people 18 and up to be drafted to war, if they could not also vote").

## Sample Response: 1 point

Voting rights in the United States have been extended through four amendments to the U.S. Constitution.

Identify the group of people who were granted suffrage by the 26th Amendment.

Then, explain one reason for the amendment's ratification.

Type your answer in the space provided.

**B** *I* U ~~I<sub>x</sub>~~          ABC    Ω

People that are 18 years old and abover were granted suffrage. This was ratified because people thought there should be more say in our government.

### Notes on Scoring

This response earns partial credit (1 point) because it identifies the group that was granted voting rights by the 26th Amendment (“People that are 18 years old and abover were granted suffrage.”); however, it does not provide an accurate explanation of a reason for the amendment's ratification.

## Sample Response: 1 point

Voting rights in the United States have been extended through four amendments to the U.S. Constitution.

Identify the group of people who were granted suffrage by the 26th Amendment.

Then, explain one reason for the amendment's ratification.

Type your answer in the space provided.



One reason for the ratification of the 26th amendments is that they lowered the voting age to 18 years old.

### Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies the group that was granted voting rights by the 26th Amendment (“they lowered the voting age to 18 years old”); however, it does not provide an explanation of a reason for the amendment's ratification.

## Sample Response: 1 point

Voting rights in the United States have been extended through four amendments to the U.S. Constitution.

Identify the group of people who were granted suffrage by the 26th Amendment.

Then, explain one reason for the amendment's ratification.

Type your answer in the space provided.

**B** *I* U ~~I<sub>x</sub>~~    ¶    ☰    ☲    ☱    ✂    📄    📁    ↶    ↷    ABC    Ω

The 26th Amendment allowed people of 21 years of age to vote it was ratified due to the fact that 18 year old boys had started to be brought into the military.

### Notes on Scoring

This response earns partial credit (1 point) because it incorrectly identifies the group that was granted voting rights by the 26th Amendment ("allowed people of 21 years of age to vote"); however, it provides a correct explanation of a reason that caused the amendment to be brought up and ratified ("it was ratified due to the fact that 18 year old boys had started to be brought into the military").

## Sample Response: 0 points

Voting rights in the United States have been extended through four amendments to the U.S. Constitution.

Identify the group of people who were granted suffrage by the 26th Amendment.

Then, explain one reason for the amendment's ratification.

Type your answer in the space provided.

**B** *I* U ~~I<sub>x</sub>~~    ¶    ☰    ☲    ☱    ☳    ✂    📄    📁    ↶    ↷    ABC    Ω

The groupe of people that the 26th amendment affected was adult women, the amendment was ratified because people believed that all people deserved the right to vote|

### Notes on Scoring

This response earns no credit (0 points) because it indicates inadequate understanding of the concept needed to answer the item.

## Sample Response: 0 points

Voting rights in the United States have been extended through four amendments to the U.S. Constitution.

Identify the group of people who were granted suffrage by the 26th Amendment.

Then, explain one reason for the amendment's ratification.

Type your answer in the space provided.

**B** *I* U ~~I<sub>x</sub>~~          ABC    Ω

they granted suffrage on the 26th amendment so that everyone could vote equally|

### Notes on Scoring

This response earns no credit (0 points) because it indicates inadequate understanding of the concept needed to answer the item.





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**Question 17**

**Question and Scoring Guidelines**

## Question 17

Two speakers before the Newtown City Council are debating whether to build a bridge that leads to an undeveloped piece of land. Read and evaluate the following for possible bias.

This bridge would be a waste of money. It would not be wise to build a bridge to a piece of undeveloped land that is not guaranteed to be developed anytime soon.

—Kara Weintraub,  
City Economic Development  
Director

Building a bridge over the river is a great idea. The citizens of this town deserve a new bridge, and now is the perfect time to build it! This bridge will expand countless opportunities for every citizen of Newtown.

—Gene Morelli,  
owner of the land near  
the proposed bridge site

Consider the statements of each speaker. Identify which speaker would be the least biased on this issue and state why.

Type your answer in the space provided.



**Points Possible:** 2

**Reporting Category:** Principles and Structure

**Content Statement:** Issues can be analyzed through the critical use of information from public records, surveys, research data and policy positions of advocacy groups. (3)

# Scoring Guidelines

## Exemplar Response

- Kara Weintraub, the City Economic Development Director, would be the least biased on this issue. As the City Economic Development Director, she would not benefit financially from the project.

## Other Responses

- She has no personal stake in the project.
- As a public official she is prohibited by ethics laws from acquiring personal gain as a result of her position or advice.
- She does not own the property and so wouldn't benefit from the bridge.

## Score Point

## Description

2 points

The response identifies Weintraub as the least biased source and states why.

1 point

The response identifies Weintraub as the least biased source, but does not provide an appropriate statement as to why the source is the least biased.

OR

The response does not identify by proper name, title or pronoun which speaker is the least biased, but provides an appropriate statement as to the lack of bias (e.g., "The speaker would have nothing to gain if the bridge is built.")

0 points

The response does not meet any of the above criteria. The response indicates inadequate or no understanding of the idea or concept needed to answer the item. It may only repeat information given in the item. The response may be incorrect.



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**Question 17**

**Sample Responses**

## Sample Response: 2 points

Two speakers before the Newtown City Council are debating whether to build a bridge that leads to an undeveloped piece of land. Read and evaluate the following for possible bias.

This bridge would be a waste of money. It would not be wise to build a bridge to a piece of undeveloped land that is not guaranteed to be developed anytime soon.

—Kara Weintraub,  
City Economic Development  
Director

Building a bridge over the river is a great idea. The citizens of this town deserve a new bridge, and now is the perfect time to build it! This bridge will expand countless opportunities for every citizen of Newtown.

—Gene Morelli,  
owner of the land near  
the proposed bridge site

Consider the statements of each speaker. Identify which speaker would be the least biased on this issue and state why.

Type your answer in the space provided.



Kara Weintraub would be the least biased because Gene Morelli is the owner of the undeveloped land. Gene is the one trying to get more business and the way to do that is to get a bridge, while on the other hand Kara is a director and what she says is less biased because she is not trying to promote anything.

### Notes on Scoring

This response earns full credit (2 points) because it correctly identifies Kara Weintraub as the least biased speaker and provides an appropriate explanation for why (“she is not trying to promote anything”).

# Sample Response: 2 points

Two speakers before the Newtown City Council are debating whether to build a bridge that leads to an undeveloped piece of land. Read and evaluate the following for possible bias.

This bridge would be a waste of money. It would not be wise to build a bridge to a piece of undeveloped land that is not guaranteed to be developed anytime soon.  
—Kara Weintraub,  
City Economic Development  
Director

Building a bridge over the river is a great idea. The citizens of this town deserve a new bridge, and now is the perfect time to build it! This bridge will expand countless opportunities for every citizen of Newtown.  
—Gene Morelli,  
owner of the land near  
the proposed bridge site

Consider the statements of each speaker. Identify which speaker would be the least biased on this issue and state why.

Type your answer in the space provided.

**B I U T** [bulleted list] [numbered list] [indent] [outdent] [undo] [redo] [ABC] [Ω]  
Kara Weintraub would be the least biased on this issue because she doesn't live by the proposed bridge site. She has nothing to gain nor anything to lose.

**Notes on Scoring**

This response earns full credit (2 points) because it correctly identifies Kara Weintraub as the least biased speaker and provides an appropriate explanation for why ("She has nothing to gain nor anything to lose").

## Sample Response: 2 points

Two speakers before the Newtown City Council are debating whether to build a bridge that leads to an undeveloped piece of land. Read and evaluate the following for possible bias.

This bridge would be a waste of money. It would not be wise to build a bridge to a piece of undeveloped land that is not guaranteed to be developed anytime soon.

—Kara Weintraub,  
City Economic Development  
Director

Building a bridge over the river is a great idea. The citizens of this town deserve a new bridge, and now is the perfect time to build it! This bridge will expand countless opportunities for every citizen of Newtown.

—Gene Morelli,  
owner of the land near  
the proposed bridge site

Consider the statements of each speaker. Identify which speaker would be the least biased on this issue and state why.

Type your answer in the space provided.



Kara Weintraub, the city economic development director has the least biased statement. This is because she does not live by the bridge like person 2 (Gene Morelli) so she is not looking out for the bridge to just better her life. Also she is the city economic development director, so Kara is trying to protect the economy of the city, which is to help everyone.

### Notes on Scoring

This response earns full credit (2 points) because it correctly identifies Kara Weintraub as the least biased speaker and provides an appropriate explanation for why (“she is not looking out for the bridge to just better her life...trying to protect the economy of the city, which is to help everyone”).



## Sample Response: 1 point

Two speakers before the Newtown City Council are debating whether to build a bridge that leads to an undeveloped piece of land. Read and evaluate the following for possible bias.

This bridge would be a waste of money. It would not be wise to build a bridge to a piece of undeveloped land that is not guaranteed to be developed anytime soon.  
—Kara Weintraub,  
City Economic Development  
Director

Building a bridge over the river is a great idea. The citizens of this town deserve a new bridge, and now is the perfect time to build it! This bridge will expand countless opportunities for every citizen of Newtown.  
—Gene Morelli,  
owner of the land near  
the proposed bridge site

Consider the statements of each speaker. Identify which speaker would be the least biased on this issue and state why.

Type your answer in the space provided.

**B I U I<sub>x</sub>**           

I believe Kara Weintraub is least biased because she didn't give good enough reasons why not to build the bridge.

### Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies Kara Weintraub as the least biased speaker; however, the response does not provide an appropriate explanation for why.

## Sample Response: 1 point

Two speakers before the Newtown City Council are debating whether to build a bridge that leads to an undeveloped piece of land. Read and evaluate the following for possible bias.

This bridge would be a waste of money. It would not be wise to build a bridge to a piece of undeveloped land that is not guaranteed to be developed anytime soon.

—Kara Weintraub,  
City Economic Development  
Director

Building a bridge over the river is a great idea. The citizens of this town deserve a new bridge, and now is the perfect time to build it! This bridge will expand countless opportunities for every citizen of Newtown.

—Gene Morelli,  
owner of the land near  
the proposed bridge site

Consider the statements of each speaker. Identify which speaker would be the least biased on this issue and state why.

Type your answer in the space provided.

**B I U I<sub>x</sub>**         

I think that Kara Weintraub is the least biased. She has good points and she also says that there is no guarantee of opportunities on that land are going to happen.

### Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies Kara Weintraub as the least biased speaker; however, the response only paraphrases the argument and does not explain why Kara Weintraub is not biased.

## Sample Response: 1 point

Two speakers before the Newtown City Council are debating whether to build a bridge that leads to an undeveloped piece of land. Read and evaluate the following for possible bias.

This bridge would be a waste of money. It would not be wise to build a bridge to a piece of undeveloped land that is not guaranteed to be developed anytime soon.  
—Kara Weintraub,  
City Economic Development  
Director

Building a bridge over the river is a great idea. The citizens of this town deserve a new bridge, and now is the perfect time to build it! This bridge will expand countless opportunities for every citizen of Newtown.  
—Gene Morelli,  
owner of the land near  
the proposed bridge site

Consider the statements of each speaker. Identify which speaker would be the least biased on this issue and state why.

Type your answer in the space provided.

**B I U I<sub>x</sub>**           

The speaker who is the city economic development directors' speech is not bias because she doesn't own the land.

### Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies Kara Weintraub as the least biased speaker (“the city economic development directors’ speech is not bias”); however, the response does not provide an appropriate explanation for why.

## Sample Response: 0 points

Two speakers before the Newtown City Council are debating whether to build a bridge that leads to an undeveloped piece of land. Read and evaluate the following for possible bias.

This bridge would be a waste of money. It would not be wise to build a bridge to a piece of undeveloped land that is not guaranteed to be developed anytime soon.  
—Kara Weintraub,  
City Economic Development  
Director

Building a bridge over the river is a great idea. The citizens of this town deserve a new bridge, and now is the perfect time to build it! This bridge will expand countless opportunities for every citizen of Newtown.  
—Gene Morelli,  
owner of the land near  
the proposed bridge site

Consider the statements of each speaker. Identify which speaker would be the least biased on this issue and state why.

Type your answer in the space provided.

**B I U I<sub>x</sub>** [List Bulleted] [List Numbered] [List None] [List Default] [Cut] [Copy] [Paste] [Undo] [Redo] [ABC] [Ω]

They both are biased. But the most biased one, I feel, is Kara Weintraub since she works for the city she could lose money from this project. Also she has nothing to gain but a lot to lose from this project.

### Notes on Scoring

This response earns no credit (0 points) because it incorrectly identifies Kara Weintraub as the most biased speaker and provides an incorrect explanation for why (“she could lose money...she has nothing to gain but a lot to lose”).

## Sample Response: 0 points

Two speakers before the Newtown City Council are debating whether to build a bridge that leads to an undeveloped piece of land. Read and evaluate the following for possible bias.

This bridge would be a waste of money. It would not be wise to build a bridge to a piece of undeveloped land that is not guaranteed to be developed anytime soon.  
—Kara Weintraub,  
City Economic Development  
Director

Building a bridge over the river is a great idea. The citizens of this town deserve a new bridge, and now is the perfect time to build it! This bridge will expand countless opportunities for every citizen of Newtown.  
—Gene Morelli,  
owner of the land near  
the proposed bridge site

Consider the statements of each speaker. Identify which speaker would be the least biased on this issue and state why.

Type your answer in the space provided.

**B I U I<sub>x</sub>** | | | | | | | | | |

The people going for the bridge would be the least biased for many reasons. They want a bridge built to a piece of land where there is nothing built or even planned to be built on yet. It would just be a waste of money because htey don't even konw if anything will be built on it.]

### Notes on Scoring

This response earns no credit (0 points) because it does not identify the least biased speaker and does not provide an appropriate explanation for why.



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**Question 18**

**Question and Scoring Guidelines**

## Question 18

Ohio's General Assembly is considering a proposal to expand the state highway system and is listening to presentations about the topic. One concerned citizen who opposes the proposal gives a presentation that describes the potential consequences of the expansion. Another citizen who supports the proposal gives a presentation that describes the potential benefits of the expansion.

Which conflict resolution process is being used by both citizens?

- (A) persuasion
- (B) negotiation
- (C) compromise
- (D) consensus building

**Points Possible:** 1

**Reporting Category:** Principles and Structure

**Content Statement:** The processes of persuasion, compromise, consensus building and negotiation contribute to the resolution of conflicts and differences. (4)

## Scoring Guidelines

Rationale for Option A: **Key** – Persuasion is the process of arguing and reasoning. Both citizens are attempting to persuade members of the General Assembly.

Rationale for Option B: This is incorrect. Negotiation involves a discussion between two parties. Two separate presentations by individuals with different opinions is not an example of negotiation.

Rationale for Option C: This is incorrect. Compromise involves concessions from one or more parties. No aspect of compromise is described in this scenario.

Rationale for Option D: This is incorrect. Consensus building involves making sure everyone is in agreement on an issue. Each of the citizens is attempting to persuade the audience to accept a certain perspective. They are not engaging in consensus building.



## Sample Response: 1 point

Ohio's General Assembly is considering a proposal to expand the state highway system and is listening to presentations about the topic. One concerned citizen who opposes the proposal gives a presentation that describes the potential consequences of the expansion. Another citizen who supports the proposal gives a presentation that describes the potential benefits of the expansion.

Which conflict resolution process is being used by both citizens?

- persuasion
- negotiation
- compromise
- consensus building



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**Question 19**

**Question and Scoring Guidelines**

## Question 19

A citizen makes a comment during an Ohio General Assembly committee hearing on a proposed state education bill related to the amount of funding the state will provide to local schools.

Which level and branch of government is the target of this method of government engagement?

- (A) Ohio executive branch
- (B) Ohio legislative branch
- (C) United States executive branch
- (D) United States legislative branch

**Points Possible:** 1

**Reporting Category:** Ohio/Policy/Economy

**Content Statement:** Individuals and organizations play a role within federal, state and local governments in helping to determine public (domestic and foreign) policy. (22)

## Scoring Guidelines

Rationale for Option A: This is incorrect. The Ohio governor and executive branch are not appropriate to target in this scenario because the bill has not been passed by the General Assembly.

Rationale for Option B: **Key** – The Ohio General Assembly is the appropriate level and branch to comment during a hearing about a new state law.

Rationale for Option C: This is incorrect. The U.S. president and executive branch do not have jurisdiction over state education laws.

Rationale for Option D: This is incorrect. The U.S. Congress does not have jurisdiction over state education laws.

## Sample Response: 1 point

A citizen makes a comment during an Ohio General Assembly committee hearing on a proposed state education bill related to the amount of funding the state will provide to local schools.

Which level and branch of government is the target of this method of government engagement?

- (A) Ohio executive branch
- (B) Ohio legislative branch
- (C) United States executive branch
- (D) United States legislative branch



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**Question 20**





**Question and Scoring Guidelines**

## Question 20

Suppose the United States economy is experiencing a period of severe inflation.

Identify three actions the Federal Reserve could take to ease this problem:

Click on the “Buy” or “Sell” box for Government securities. Then click on the up or down arrows for the Discount rate and Reserve requirement.

Actions		
<input type="button" value="Buy"/>	Government securities	<input type="button" value="Sell"/>
	Discount rate	
	Reserve requirement	

**Points Possible:** 2

**Reporting Category:** Ohio/Policy/Economy

**Content Statement:** The Federal Reserve System uses monetary tools to regulate the nation's money supply and moderate the effects of expansion and contraction in the economy. (24)

## Scoring Guidelines

For this item, a full-credit response includes:

- “Sell” selected for “Government securities”;  
AND
- “Increase” selected for “Discount rate”;  
AND
- “Increase” selected for “Reserve requirement” (2 points).

For this item, a partial credit response includes:

- Two of the three correct actions selected (1 point).



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**Question 20**





**Sample Responses**

## Sample Response: 2 points

Suppose the United States economy is experiencing a period of severe inflation.

Identify three actions the Federal Reserve could take to ease this problem:

Click on the “Buy” or “Sell” box for Government securities. Then click on the up or down arrows for the Discount rate and Reserve requirement.

Actions		
<input type="checkbox"/> Buy	Government securities	<input checked="" type="checkbox"/> Sell
	Discount rate	
	Reserve requirement	

### Notes on Scoring





This response earns full credit (2 points) because it correctly selects the three actions the Federal Reserve could take to ease the given problem.

## Sample Response: 1 point

Suppose the United States economy is experiencing a period of severe inflation.

Identify three actions the Federal Reserve could take to ease this problem:

Click on the “Buy” or “Sell” box for Government securities. Then click on the up or down arrows for the Discount rate and Reserve requirement.

Actions		
<input checked="" type="button" value="Buy"/>	Government securities	<input type="button" value="Sell"/>
	Discount rate	
	Reserve requirement	

### Notes on Scoring





This response earns partial credit (1 point) because it correctly selects two of the three actions the Federal Reserve could take to ease the given problem (increase for “Discount rate” and increase for “Reserve requirement”).

## Sample Response: 1 point

Suppose the United States economy is experiencing a period of severe inflation.

Identify three actions the Federal Reserve could take to ease this problem:

Click on the “Buy” or “Sell” box for Government securities. Then click on the up or down arrows for the Discount rate and Reserve requirement.

Actions		
<input type="button" value="Buy"/>	Government securities	<input checked="" type="button" value="Sell"/>
	Discount rate	
	Reserve requirement	

### Notes on Scoring

This response earns partial credit (1 point) because it correctly selects two of the three actions the Federal Reserve could take to ease the given problem (“Sell” for “Government securities” and increase for “Discount rate”).





## Sample Response: 0 points

Suppose the United States economy is experiencing a period of severe inflation.

Identify three actions the Federal Reserve could take to ease this problem:

Click on the "Buy" or "Sell" box for Government securities. Then click on the up or down arrows for the Discount rate and Reserve requirement.

**Actions**

<input checked="" type="button" value="Buy"/>	Government securities	<input type="button" value="Sell"/>
	Discount rate	
	Reserve requirement	

### Notes on Scoring





This response earns no credit (0 points) because it selects only one correct action the Federal Reserve could take to ease the given problem (increase for "Discount rate").

## Sample Response: 0 points

Suppose the United States economy is experiencing a period of severe inflation.

Identify three actions the Federal Reserve could take to ease this problem:

Click on the "Buy" or "Sell" box for Government securities. Then click on the up or down arrows for the Discount rate and Reserve requirement.

Actions		
<input checked="" type="button" value="Buy"/>	Government securities	<input type="button" value="Sell"/>
	Discount rate	
	Reserve requirement	

### Notes on Scoring

This response earns no credit (0 points) because it does not select any of the correct actions the Federal Reserve could take to ease the given problem.

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**Question 21**

**Question and Scoring Guidelines**

## Question 21

Individuals in Ohio have a responsibility to assist state and local government authorities in addressing problems throughout the state.

Select all of the actions that fulfill this responsibility at the local level.

- serving in the National Guard
- writing a letter to the governor
- attending city council meetings
- serving as a volunteer firefighter
- organizing a neighborhood watch program

**Points Possible:** 1

**Reporting Category:** Ohio/Policy/Economy

**Content Statement:** Individuals in Ohio have a responsibility to assist state and local governments as they address relevant and often controversial problems that directly affect their communities. (20)

## Scoring Guidelines

Rational for First Option: This is incorrect. Serving in the National Guard is an example of assisting government at the state level.

Rational for Second Option: This is incorrect. The governor is a state official, not a local official.

Rational for Third Option: **Key** – City council meetings are a feature of local government; therefore, attending a city council meeting is an example of fulfilling a civic responsibility at the local level.

Rational for Fourth Option: **Key** – Firefighting is a local activity; therefore, serving as a volunteer firefighter is an example of fulfilling a civic responsibility at the local level.

Rational for Fifth Option: **Key** – Neighborhood watch programs are conducted at the local level. Organizing a neighborhood watch program provides an assistance to local government authorities.



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**Question 21**

**Sample Responses**

## Sample Response: 1 point

Individuals in Ohio have a responsibility to assist state and local government authorities in addressing problems throughout the state.

Select all of the actions that fulfill this responsibility at the local level.

- serving in the National Guard
- writing a letter to the governor
- attending city council meetings
- serving as a volunteer firefighter
- organizing a neighborhood watch program

### Notes on Scoring

This response earns full credit (1 point) because it selects the correct actions.

## Sample Response: 0 points

Individuals in Ohio have a responsibility to assist state and local government authorities in addressing problems throughout the state.

Select all of the actions that fulfill this responsibility at the local level.

- serving in the National Guard
- writing a letter to the governor
- attending city council meetings
- serving as a volunteer firefighter
- organizing a neighborhood watch program

### Notes on Scoring

This response earns no credit (0 points) because it selects only two correct actions (the third and fourth).

## Sample Response: 0 points

Individuals in Ohio have a responsibility to assist state and local government authorities in addressing problems throughout the state.

Select all of the actions that fulfill this responsibility at the local level.

- serving in the National Guard
- writing a letter to the governor
- attending city council meetings
- serving as a volunteer firefighter
- organizing a neighborhood watch program

### Notes on Scoring

This response earns no credit (0 points) because it selects only one correct action (the last).

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**Question 22**

**Question and Scoring Guidelines**

## Question 22

The preamble to the U.S. Constitution introduces one of the basic principles of government in the United States. An excerpt from the preamble to the U.S. Constitution is shown.

We the People of the United States ... do ordain and establish this Constitution for the United States of America.

Which basic principle of government is introduced in the Preamble?

- (A) federalism
- (B) limited government
- (C) popular sovereignty
- (D) checks and balances

**Points Possible:** 1

**Reporting Category:** Principles and Structure

**Content Statement:** As the supreme law of the land, the U.S. Constitution incorporates basic principles that help define the government of the United States as a federal republic including its structure, powers and relationship with the governed. (5)

## Scoring Guidelines

Rationale for Option A: This is incorrect. Federalism divides power between the national and state governments. The preamble clearly introduces the concept of popular sovereignty.

Rationale for Option B: This is incorrect. Limited government means government must be conducted according to the rule of law. While all articles of the Constitution are examples of limited government, the preamble establishes that the constitution and the powers described therein are given under the consent of the people, or popular sovereignty.

Rationale for Option C: **Key** – Under popular sovereignty, government governs with the consent of the governed. “The People of the United States,” the governed, have ordained, or permitted, this document detailing the powers of the government and thus consented to the structure and powers outlined therein.

Rationale for Option D: This is incorrect. Checks and balances constitute a system in which different branches of government check the powers of other branches and are outlined in other articles of the Constitution, not the preamble.

## Sample Response: 1 point

The preamble to the U.S. Constitution introduces one of the basic principles of government in the United States. An excerpt from the preamble to the U.S. Constitution is shown.

We the People of the United States ... do ordain and establish this Constitution for the United States of America.

Which basic principle of government is introduced in the Preamble?

- (A) federalism
- (B) limited government
- (C) popular sovereignty
- (D) checks and balances





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**Question 23**

**Question and Scoring Guidelines**

## Question 23

A local, abandoned factory has been demolished and the land has been prepared for redevelopment. People disagree about what should replace the old factory on the vacant lot. Some propose a plan to construct a building combining apartments with ground-floor retail, and others want to build a large park. The final resolution featured a smaller building with a small park.

Which kind of solution does this outcome represent?

- (A) arbitration
- (B) compromise
- (C) judge's orders
- (D) consensus building

**Points Possible:** 1

**Reporting Category:** Principles and Structure

**Content Statement:** The processes of persuasion, compromise, consensus building and negotiation contribute to the resolution of conflicts and differences. (4)

## Scoring Guidelines

Rationale for Option A: This is incorrect. Arbitration is a process by which conflicts may be resolved, but it does not describe the final outcome in this scenario.

Rationale for Option B: **Key** – Each side gave up part of what they wanted in order to come to an agreement.

Rationale for Option C: This is incorrect. Judicial action may resolve conflicts, but it does not describe the final outcome in this scenario.

Rationale for Option D: This is incorrect. Consensus building is a process by which conflicts may be resolved, but it does not describe the final outcome in this scenario.

## Sample Response: 1 point

A local, abandoned factory has been demolished and the land has been prepared for redevelopment. People disagree about what should replace the old factory on the vacant lot. Some propose a plan to construct a building combining apartments with ground-floor retail, and others want to build a large park. The final resolution featured a smaller building with a small park.

Which kind of solution does this outcome represent?

- (A) arbitration
- (B) compromise
- (C) judge's orders
- (D) consensus building



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**Question 24**

**Question and Scoring Guidelines**

## Question 24

<p>The 14th Amendment has had an important effect on constitutional government in the United States.</p> <p>Identify whether each condition applied to constitutional government in the United States before or after the ratification of the 14th Amendment.</p> <p>A. Place "Before" next to the conditions that reflect the situation before this amendment was ratified.</p> <p>B. Place "After" next to the conditions that reflect the situation after this amendment was ratified.</p> <ul style="list-style-type: none"><li>You may use each label more than once, or not at all.</li></ul>	<p>Before</p>	<p>Delete</p> <h3>14th Amendment Relations</h3> <p><input type="checkbox"/> → The Supreme Court ruled that under the Constitution, African Americans are not citizens.</p> <p><input type="checkbox"/> → Citizens enjoyed protection from state infringement against their rights.</p> <p><input type="checkbox"/> → African Americans were counted fully when apportioning seats in the House of Representatives.</p>
	<p>After</p>	

**Points Possible:** 2

**Reporting Category:** Historic Documents

**Content Statement:** The Reconstruction Era prompted Amendments 13 through 15 to address the aftermath of slavery and the Civil War. (9)

## Scoring Guidelines

For this item, a full-credit response includes:

- "Before" next to "The Supreme Court ruled that under the Constitution, African Americans are not citizens.";  
AND
- "After" next to "Citizens enjoyed protection from state infringement against their rights.";  
AND
- "After" next to "African Americans were counted fully when apportioning seats in the House of Representatives." (2 points).

For this item, a partial credit response includes:

- Placing two of the correct responses (1 point).

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**Question 24**

**Sample Responses**

## Sample Response: 2 points

The 14th Amendment has had an important effect on constitutional government in the United States.

Identify whether each condition applied to constitutional government in the United States before or after the ratification of the 14th Amendment.

A. Place “Before” next to the conditions that reflect the situation before this amendment was ratified.

B. Place “After” next to the conditions that reflect the situation after this amendment was ratified.

- You may use each label more than once, or not at all.

Before

After

Delete

### 14th Amendment Relations

Before → The Supreme Court ruled that under the Constitution, African Americans are not citizens.

After → Citizens enjoyed protection from state infringement against their rights.

After → African Americans were counted fully when apportioning seats in the House of Representatives.

### Notes on Scoring

This response earns full credit (2 points) because it correctly identifies the first condition as occurring before the 14th Amendment and the second and third conditions as occurring after the 14th Amendment.



## Sample Response: 1 point

The 14th Amendment has had an important effect on constitutional government in the United States.

Identify whether each condition applied to constitutional government in the United States before or after the ratification of the 14th Amendment.

A. Place “Before” next to the conditions that reflect the situation before this amendment was ratified.

B. Place “After” next to the conditions that reflect the situation after this amendment was ratified.

- You may use each label more than once, or not at all.

**14th Amendment Relations**

→ The Supreme Court ruled that under the Constitution, African Americans are not citizens.

→ Citizens enjoyed protection from state infringement against their rights.

→ African Americans were counted fully when apportioning seats in the House of Representatives.

### Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies the first condition as occurring before the 14th Amendment and the third condition as occurring after the 14th Amendment. The second condition, however, is incorrectly identified.

## Sample Response: 1 point

The 14th Amendment has had an important effect on constitutional government in the United States.

Identify whether each condition applied to constitutional government in the United States before or after the ratification of the 14th Amendment.

A. Place "Before" next to the conditions that reflect the situation before this amendment was ratified.

B. Place "After" next to the conditions that reflect the situation after this amendment was ratified.

- You may use each label more than once, or not at all.

Before

After

Delete

### 14th Amendment Relations

Before → The Supreme Court ruled that under the Constitution, African Americans are not citizens.

After → Citizens enjoyed protection from state infringement against their rights.

Before → African Americans were counted fully when apportioning seats in the House of Representatives.

### Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies the first condition as occurring before the 14th Amendment and the second condition as occurring after the 14th Amendment. The third condition, however, is incorrectly identified.

## Sample Response: 0 points

The 14th Amendment has had an important effect on constitutional government in the United States.

Identify whether each condition applied to constitutional government in the United States before or after the ratification of the 14th Amendment.

A. Place “Before” next to the conditions that reflect the situation before this amendment was ratified.

B. Place “After” next to the conditions that reflect the situation after this amendment was ratified.

- You may use each label more than once, or not at all.

Before

After

**14th Amendment Relations**

After → The Supreme Court ruled that under the Constitution, African Americans are not citizens.

Before → Citizens enjoyed protection from state infringement against their rights.

Before → African Americans were counted fully when apportioning seats in the House of Representatives.

### Notes on Scoring

This response earns no credit (0 points) because it incorrectly identifies all three conditions.

## Sample Response: 0 points

The 14th Amendment has had an important effect on constitutional government in the United States.

Identify whether each condition applied to constitutional government in the United States before or after the ratification of the 14th Amendment.

A. Place "Before" next to the conditions that reflect the situation before this amendment was ratified.

B. Place "After" next to the conditions that reflect the situation after this amendment was ratified.

- You may use each label more than once, or not at all.

Before

After

**14th Amendment Relations**

After → The Supreme Court ruled that under the Constitution, African Americans are not citizens.

After → Citizens enjoyed protection from state infringement against their rights.

Before → African Americans were counted fully when apportioning seats in the House of Representatives.

### Notes on Scoring

This response earns no credit (0 points) because it correctly identifies only the second condition.

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**Question 25**

**Question and Scoring Guidelines**

## Question 25

During the debate over the ratification of the U.S. Constitution, Federalists and Anti-Federalists disagreed about many issues, including the need for a strong central government and the need for a bill of rights.

Explain the Federalist perspective and the Anti-Federalist perspective on both the need for a strong central government and the need for a bill of rights.

Type your answer in the space provided.



The image shows a rich text editor interface. At the top, there is a toolbar with various icons for text formatting (bold, italic, underline, strikethrough), list creation (bulleted, numbered), indentation, alignment, and other functions like undo, redo, and link. Below the toolbar is a large, empty text input area. In the bottom right corner of the input area, there is a small text label that reads "# Words 0/4000, # Chars 0/20000".

**Points Possible:** 4

**Reporting Category:** Historic Documents

**Content Standard:** The Federalist Papers and the Anti-Federalist Papers framed the national debate over the basic principles of government encompassed by the Constitution of the United States.  
(6)

## Scoring Guidelines

<u>Score Point</u>	<u>Description</u>
4 points	The response explains the Federalist and Anti-Federalist perspectives on both the need for a strong central government and the need for a bill of rights.
3 points	<p>The response explains the Federalist and Anti-Federalist perspectives on the need for a strong central government, but only provides a partial explanation of the Federalist or Anti-Federalist perspective on the need for a bill of rights. A partial explanation may describe either the Federalist or Anti-Federalist perspective on the need for a bill of rights, but fail to describe the opposing point of view.</p> <p>OR</p> <p>The response explains the Federalist and Anti-Federalist perspectives on the need for a bill of rights, but only provides a partial explanation of the Federalist or Anti-Federalist perspective on the need for a strong central government. A partial explanation may describe either the Federalist or Anti-Federalist perspective on the need for a strong central government, but fail to describe the opposing point of view.</p>
2 points	<p>The response explains the Federalist and Anti-Federalist perspectives on the need for a strong central government.</p> <p>OR</p> <p>The response explains the Federalist and Anti-Federalist perspectives on the need for a bill of rights.</p> <p>OR</p> <p>The response explains only the Federalist perspective on the need for a strong central government and bill of rights, but fails to describe the Anti-Federalist perspective on either issue.</p> <p>OR</p> <p>The response explains only the Anti-Federalist perspective on the need for a strong central government and bill of rights, but fails to describe the Federalist perspective on either issue.</p>

1 point

The response describes the Federalist perspective on either the need for a bill of rights or the need for a strong central government.

OR

The response describes the Anti-Federalist perspective on either the need for a bill of rights or the need for a strong central government.

0 points

The response does not meet the criteria required to earn one point. The response indicates inadequate or no understanding of the task and/or the idea or concept needed to answer the item. It may only repeat information given in the test item. The response may provide an incorrect solution/response and the provided supportive information may be irrelevant to the item, or possibly, no other information is shown. The student may have written on a different topic or written, "I don't know."



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**Question 25**

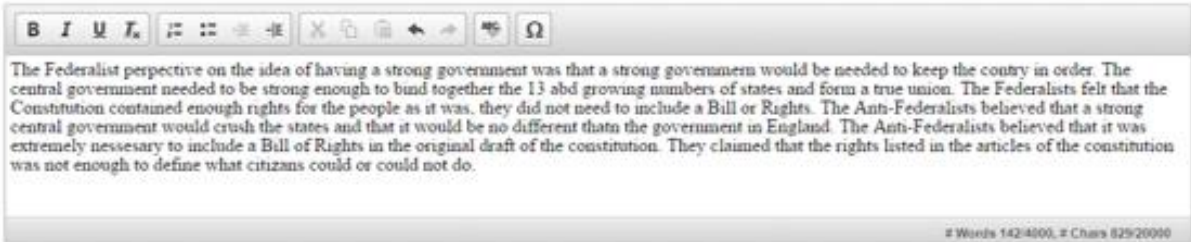
**Sample Responses**

## Sample Response: 4 points

During the debate over the ratification of the U.S. Constitution, Federalists and Anti-Federalists disagreed about many issues, including the need for a strong central government and the need for a bill of rights.

Explain the Federalist perspective and the Anti-Federalist perspective on both the need for a strong central government and the need for a bill of rights.

Type your answer in the space provided.



The Federalist perspective on the idea of having a strong government was that a strong government would be needed to keep the country in order. The central government needed to be strong enough to bind together the 13 and growing numbers of states and form a true union. The Federalists felt that the Constitution contained enough rights for the people as it was, they did not need to include a Bill of Rights. The Anti-Federalists believed that a strong central government would crush the states and that it would be no different than the government in England. The Anti-Federalists believed that it was extremely necessary to include a Bill of Rights in the original draft of the constitution. They claimed that the rights listed in the articles of the constitution was not enough to define what citizens could or could not do.

# Words 142/4000, # Chars 829/20000

### Notes on Scoring

This response earns full credit (4 points).

#### The need for a strong central government:

The response explains the Federalist perspective: "The central government needed to be strong enough to bind together the 13 and growing number of states and form a true union."

The response explains the Anti-Federalist perspective: "The Anti-Federalists believed that a strong central government would crush the states and that it would be no different than the government in England."

#### The need for a bill of rights:

The response explains the Federalist perspective: "The Federalists felt that the Constitution contained enough rights for the people as it was, they did not need to include a Bill of Rights."

The response explains the Anti-Federalist perspective: "The Anti-Federalists believed that it was extremely necessary to include a Bill of Rights in the original draft of the constitution. They claimed that the rights listed in the articles of the constitution was not enough to define what citizens could or could not do."

## Sample Response: 4 points

During the debate over the ratification of the U.S. Constitution, Federalists and Anti-Federalists disagreed about many issues, including the need for a strong central government and the need for a bill of rights.

Explain the Federalist perspective and the Anti-Federalist perspective on both the need for a strong central government and the need for a bill of rights.

Type your answer in the space provided.

**B I U T** [bulleted list] [numbered list] [undo] [redo] [clear] [insert link] [insert image] [insert video] [insert audio] [insert code] [insert table] [insert quote] [insert link] [insert image] [insert video] [insert audio] [insert code] [insert table] [insert quote]

The Federalist believed in a strong central government that would be able to control and have influence over every state. They also believed that all powers of the federal government are stated or implied in the constitution and there was no need for a bill of rights. The Anti-Federal believed in a weak central government that would loosely oversee the states giving them the right to do what they pleased. They also believed that if these individual rights were not specifically said then the government would take advantage of that and oppress the citizens so they wanted a bill of rights.

# Words: 101/4000, # Chars: 593/20000

### Notes on Scoring

This response earns full credit (4 points).

The need for a strong central government:

The response explains the Federalist perspective: "The Federalist believed in a strong central government that would be able to control and have influence over every state."

The response explains the Anti-Federalist perspective: "The Anti-Federalists believed in a weak central government that would loosely oversee the states giving them the right to do what they pleased."

The need for a bill of rights:

The response explains the Federalist perspective: "all powers of the federal government are stated or implied in the constitution and there was no need for a bill of rights."

The response explains the Anti-Federalist perspective: "believed that if there individual rights were not specifically said then the government would take advantage of that and oppress the citizens so they wanted a bill of rights."

## Sample Response: 4 points

During the debate over the ratification of the U.S. Constitution, Federalists and Anti-Federalists disagreed about many issues, including the need for a strong central government and the need for a bill of rights.

Explain the Federalist perspective and the Anti-Federalist perspective on both the need for a strong central government and the need for a bill of rights.

Type your answer in the space provided.



The Federalist believed that a strong central government was required to run the United States, because if it was strong the citizen of the United States would be better protected. The Anti-Federalists disagreed and stated that a strong central government would oppress the citizens.

The Anti-Federalists believed that the United States would need a Bill of Rights. This would state out the individual rights guaranteed to every citizen of the United States, thus protecting them from oppression. The Federalists believed that a bill of rights would be unnecessary that government would protect the right of citizens.

© Words 954599. EChars 61706000

### Notes on Scoring

This response earns full credit (4 points).

#### The need for a strong central government:

The response explains the Federalist perspective: "The Federalists believed that a strong central government was required to run the United States, because if it was strong, the citizen of the United States would be better protected."

The response explains the Anti-Federalist perspective: "The Anti-Federalists disagreed and stated that a strong central government would oppress the citizens."

#### The need for a bill of rights:

The response explains the Federalist perspective: "The Federalists believed that a bill of rights would be unnecessary that government would protect the rights of the citizens."

The response explains the Anti-Federalist perspective: "The Anti-Federalists believed that the United States would need a Bill of Rights. This would state out the individual rights guaranteed to every citizen of the United States, thus protecting them from oppression."

## Sample Response: 3 points

During the debate over the ratification of the U.S. Constitution, Federalists and Anti-Federalists disagreed about many issues, including the need for a strong central government and the need for a bill of rights.

Explain the Federalist perspective and the Anti-Federalist perspective on both the need for a strong central government and the need for a bill of rights.

Type your answer in the space provided.

**B I U X** [List Bulleted] [List Numbered] [Align Left] [Align Center] [Align Right] [Undo] [Redo] [Link] [Unlink] [Insert] [Omega]

The Federalist believed that a strong central government vital for the United States. However, federalists did not feel that a bill of rights was necessary because of the freedoms in the U S Constitution. Anti- Federalists, on the other hand, felt that a strong central government would overpower states and their rights. Also Anti-Federalists whole heartedly believed that a bill of rights was needed to ensure an individual's rights.

# Words 68/4000, # Chars 435/20000

### Notes on Scoring

This response earns partial credit (3 points).

The need for a strong central government:

The response does not explain the Federalist perspective.

The response explains the Anti-Federalist perspective: "Anti-Federalists felt that a strong central government would overpower states and their rights."

The need for a bill of rights:

The response explains the Federalist perspective: "federalists did not feel that a bill of rights was necessary because of the freedoms established in the U.S. Constitution".

The response explains the Anti-Federalist perspective: "Anti-Federalists wholeheartedly believed that a bill of rights was needed to ensure an individual's rights."

## Sample Response: 3 points

During the debate over the ratification of the U.S. Constitution, Federalists and Anti-Federalists disagreed about many issues, including the need for a strong central government and the need for a bill of rights.

Explain the Federalist perspective and the Anti-Federalist perspective on both the need for a strong central government and the need for a bill of rights.

Type your answer in the space provided.



The Federalist had previously tried to unite the colonies and failed because there was no strong central government. They could ask the colonies to send soldiers or supplies but there was nothing forcing them to, and they had tried to set up a national bank, but the colonies wanted to coin their money separately. Therefore, the Federalists wanted a strong central government the unity of the country they were trying to put together. The Anti-Federalists didn't want their freedoms to be taken away as they had been before by Britain. They wanted to be represented in the government and have a say in what laws they would follow and the taxes they would have to pay. The Bill of Rights would assure the Anti-Federalists that their freedoms would not be taken despite the strong government the Federalists wanted to uphold.

© Words 140-8000, © Characters 825-20000

### Notes on Scoring

This response earns partial credit (3 points).

The need for a strong central government:

The response explains the Federalist perspective: "...the Federalists wanted a strong central government the unity of the country they were trying to put together."

The response explains the Anti-Federalist perspective: "The Anti-Federalists didn't want their freedoms to be taken away as they had been before by Britain. They wanted to be represented in the government...".

The need for a bill of rights:

The response does not explain the Federalist perspective.

The response explains the Anti-Federalist perspective: "The Bill of Rights would assure the Anti-Federalists that their freedoms would not be taken despite the strong government the Federalists wanted to uphold."



## Sample Response: 2 points

During the debate over the ratification of the U.S. Constitution, Federalists and Anti-Federalists disagreed about many issues, including the need for a strong central government and the need for a bill of rights.

Explain the Federalist perspective and the Anti-Federalist perspective on both the need for a strong central government and the need for a bill of rights.

Type your answer in the space provided.

**B I U I<sub>x</sub>** | **¶** **☰** **☲** **☱** **☶** | **✖** **📄** **📁** **↶** **↷** **🔍** **Ω**

Federalists believed that a strong central government was necessary for a nation to be united and to protect individual rights. Anti-Federalists, however, believed that a strong central government would be too powerful and take away individual rights. Both Federalists and Anti-Federalists, however, believed in a need for a bill of rights to protect the right of citizens.

# Words 57/4000, # Chars 376/20900

### Notes on Scoring

This response earns partial credit (2 points).

The need for a strong central government:

The response explains the Federalist perspective: “Federalists believed that a strong central government was necessary for a nation to be united and to protect individual rights.”

The response explains the Anti-Federalist perspective: “Anti-Federalists believed that a strong central government would be too powerful and take away individual rights.”

The need for a bill of rights:

The response incorrectly states that the Federalists and Anti-Federalists held the same perspective on the Bill of Rights.



## Sample Response: 2 points

During the debate over the ratification of the U.S. Constitution, Federalists and Anti-Federalists disagreed about many issues, including the need for a strong central government and the need for a bill of rights.

Explain the Federalist perspective and the Anti-Federalist perspective on both the need for a strong central government and the need for a bill of rights.

Type your answer in the space provided.

**B I U T** | **☰ ☷** | **X** | **↶ ↷** | **Ω**

Anti-Federalists believed that the Bill of rights was absolutely necessary. They believed that the Constitution was not enough when it came to telling the people what their rights are. The people need a stricter list of "rules" and the Constitution just didn't cut it.

Federalists believed that the Constitution was enough. the people did not need a rule list in order to live and act accordingly. Thwy though adding the bill of rights was too much and it could be harmful.

8 Words 514000, 8 Chars 47420000

### Notes on Scoring

This response earns partial credit (2 points).

The need for a strong central government:

The response does not explain the Federalist or Anti-Federalist perspective.

The need for a bill of rights:

The response explains the Federalist perspective: "Federalists believed that the Constitution was enough. the people did not need a rule list in order to live and act accordingly. They thought adding the bill of rights was too much and it could be harmful."


The response explains the Anti-Federalist perspective: "Anti-Federalists believed that the Bill of rights was absolutely necessary. They believed that the Constitution was not enough when it came to telling the people what their rights are."

## Sample Response: 2 points

During the debate over the ratification of the U.S. Constitution, Federalists and Anti-Federalists disagreed about many issues, including the need for a strong central government and the need for a bill of rights.

Explain the Federalist perspective and the Anti-Federalist perspective on both the need for a strong central government and the need for a bill of rights.

Type your answer in the space provided.

**B I U I<sub>x</sub>** 

Federalists believed the constitution was enough and there was no need for a bill of rights.  
Anti-Federalists felt as if there was no Bill of Rights then their rights would be taken form them.

# Words 33/4000, # Chars 191/20000

### Notes on Scoring

This response earns partial credit (2 points).

The need for a strong central government:

The response does not explain the Federalist or Anti-Federalist perspective.

The need for a bill of rights:

The response explains the Federalist perspective: "Federalists believed the constitution was enough and there was no need for a bill of rights."

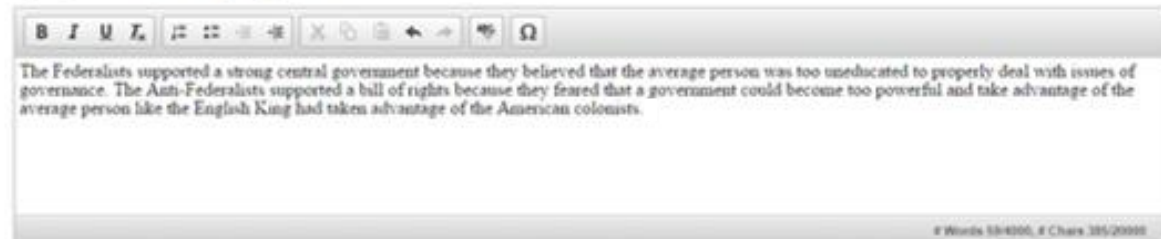
The response explains the Anti-Federalist perspective: "Anti-Federalists felt as if there was no Bill of Rights then their rights would be taken form them."

## Sample Response: 1 point

During the debate over the ratification of the U.S. Constitution, Federalists and Anti-Federalists disagreed about many issues, including the need for a strong central government and the need for a bill of rights.

Explain the Federalist perspective and the Anti-Federalist perspective on both the need for a strong central government and the need for a bill of rights.

Type your answer in the space provided.



The Federalists supported a strong central government because they believed that the average person was too uneducated to properly deal with issues of governance. The Anti-Federalists supported a bill of rights because they feared that a government could become too powerful and take advantage of the average person like the English King had taken advantage of the American colonists.

# Words 53/400, # Chars 335/2000

### Notes on Scoring

This response earns partial credit (1 point).

#### The need for a strong central government:

The response does not describe why the Federalists held their perspective on the need for a strong central government and does not address the Anti-Federalists' perspective on the need for a strong central government.

#### The need for a bill of rights:

The response does not address the Federalists' perspective on the need for a bill of rights.

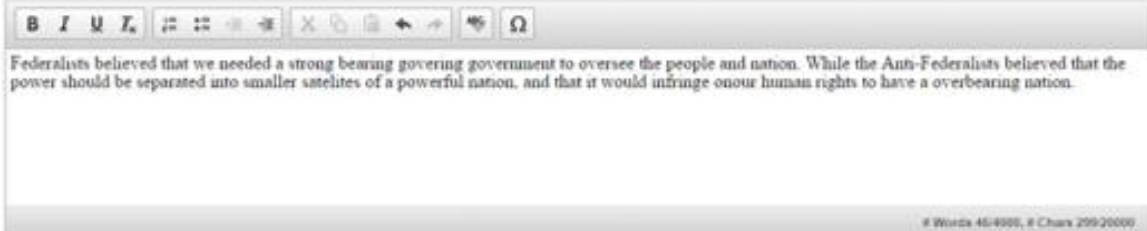
The response explains the Anti-Federalist perspective: "The Anti-Federalists supported a bill of rights because they feared that a government could become too powerful and take advantage of the average person like the English King had taken advantage of the American colonists."

## Sample Response: 1 point

During the debate over the ratification of the U.S. Constitution, Federalists and Anti-Federalists disagreed about many issues, including the need for a strong central government and the need for a bill of rights.

Explain the Federalist perspective and the Anti-Federalist perspective on both the need for a strong central government and the need for a bill of rights.

Type your answer in the space provided.



The screenshot shows a text entry interface. At the top is a toolbar with icons for bold (B), italic (I), underline (U), strikethrough (ABC), bulleted list, numbered list, indent, outdent, link, unlink, undo, redo, and a help icon. Below the toolbar is a text area containing the following text: "Federalists believed that we needed a strong bearing governing government to oversee the people and nation. While the Anti-Federalists believed that the power should be separated into smaller satelites of a powerful nation, and that it would infringe onour human rights to have a overbearing nation." At the bottom right of the text area, it says "8 Words 46/400, 0 Char 209/2000".

### Notes on Scoring

This response earns partial credit (1 point).

The need for a strong central government:

The response does not explain the Federalist perspective.

The response explains the Anti-Federalist perspective: "...the Anti-Federalists believed that the power should be separated into smaller satelites of a powerful nation, and that it would infringe onour human rights to have a overbearing nation."

The need for a bill of rights:

The response does not explain the Federalist or Anti-Federalist perspectives.

## Sample Response: 1 point

During the debate over the ratification of the U.S. Constitution, Federalists and Anti-Federalists disagreed about many issues, including the need for a strong central government and the need for a bill of rights.

Explain the Federalist perspective and the Anti-Federalist perspective on both the need for a strong central government and the need for a bill of rights.

Type your answer in the space provided.

**B I U X** [List of icons]

The Federalist party wanted a strong central government and wanted a bill of rights so the governments couldn't defy/take advantage of the peoples natural rights. The Anti-Federalist believed in a weaker and not so centralized government because they thought the government would become to strong and have to much power. Without a strong central government, there would be no need for a bill of rights.

9 Words 55/4000, 8 Chars 432/20000

### Notes on Scoring

This response earns partial credit (1 point).

The need for a strong central government:

The response does not explain the Federalist perspective.

The response explains the Anti-Federalist perspective: "The Anti-Federalists believed in a weaker and not so centralized government because they thought the government would become to strong and have to much power."

The need for a bill of rights:

The response incorrectly explains the Federalist perspective.

The response incorrectly explains the Anti-Federalist perspective.

## Sample Response: 0 points

During the debate over the ratification of the U.S. Constitution, Federalists and Anti-Federalists disagreed about many issues, including the need for a strong central government and the need for a bill of rights.

Explain the Federalist perspective and the Anti-Federalist perspective on both the need for a strong central government and the need for a bill of rights.

Type your answer in the space provided.

**B I U X** [List Bulleted] [List Numbered] [Undo] [Redo] [Clear] [Insert Link] [Insert Image] [Insert Video] [Insert Audio] [Insert Table] [Insert Code] [Insert Quote] [Insert Table of Contents] [Insert Table of Figures] [Insert Table of Equations] [Insert Table of Lists] [Insert Table of Tables] [Insert Table of Figures] [Insert Table of Equations] [Insert Table of Lists] [Insert Table of Tables]

The Federalists felt that they should have a government that was split between the states to keep from the central to much power. The Anti-Federalists felt that there should only be a strong central government to deal with everything.

# Words 39/4000, # Chars 236/28800

### Notes on Scoring

This response earns no credit (0 points). The response incorrectly explains the Federalist and Anti-Federalist perspective on the need for a strong central government. The response also does not address the Federalist and Anti-Federalist perspectives on the need for a bill of rights.

## Sample Response: 0 points

During the debate over the ratification of the U.S. Constitution, Federalists and Anti-Federalists disagreed about many issues, including the need for a strong central government and the need for a bill of rights.

Explain the Federalist perspective and the Anti-Federalist perspective on both the need for a strong central government and the need for a bill of rights.

Type your answer in the space provided.



The screenshot shows a text entry interface. At the top is a toolbar with icons for bold (B), italic (I), underline (U), strikethrough (ABC), bulleted list, numbered list, indent, outdent, link, unlink, undo, redo, and a search icon. Below the toolbar is a text area containing the following text: "The Federalists believed we should ratify the constitution. They believed we needed everything to be done by machine. Anti-federalist believed that constitution did not need ratified and that we should do everything by hand." At the bottom right of the text area, it says "# Words 58/4000, # Chars 224/20000".

### Notes on Scoring

This response earns no credit (0 points). The response indicates inadequate understanding of the concept needed to answer the item.

## Sample Response: 0 points

During the debate over the ratification of the U.S. Constitution, Federalists and Anti-Federalists disagreed about many issues, including the need for a strong central government and the need for a bill of rights.

Explain the Federalist perspective and the Anti-Federalist perspective on both the need for a strong central government and the need for a bill of rights.

Type your answer in the space provided.



The need for a strong central government was liked by the Federalists so that there was less chance of dictator to rise to power. The federalists also liked the idea of having a bill of rights to protect the people.

7 Words 40488, 7 Chars 2162000

### Notes on Scoring

This response earns no credit (0 points). The response incorrectly explains the Federalist perspectives on the need for a strong central government and on the need for a bill of rights.

The response also does not address the Anti-Federalist perspectives on the need for a strong central government and on the need for a bill of rights.





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