

Ohio's State Tests

ITEM RELEASE

SPRING 2016

**AMERICAN
HISTORY**

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**American History
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Content Summary and Answer Key**

| Question No. | Item Type | Reporting Category | Content Statement | Answer Key | Points |
|--------------|-------------------|----------------------|--|------------|----------|
| 1 | Matching Item | Skills and Documents | The Declaration of Independence reflects an application of Enlightenment ideas to the grievances of British subjects in the American colonies. (5) | --- | 2 points |
| 2 | Extended Response | 1877 – 1945 | Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized. (13) | --- | 4 points |
| 3 | Short Response | Skills and Documents | The Northwest Ordinance addressed a need for government in the Northwest Territory and established precedents for the future governing of the United States. (6) | --- | 2 points |
| 4 | Multiple Choice | Skills and Documents | The use of primary and secondary sources of information includes an examination of the credibility of each source. (2) | C | 1 point |
| 5 | Multiple Choice | 1877 – 1945 | Racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I. (17) | A | 1 point |

American History
Spring 2016 Item Release
Content Summary and Answer Key

| Question No. | Item Type | Reporting Category | Content Statement | Answer Key | Points |
|--------------|----------------------------------|----------------------|---|---------------|----------|
| 6 | Multiple Choice | 1877 – 1945 | The United States mobilization of its economic and military resources during World War II brought significant changes to American society. (22) | C | 1 point |
| 7 | Evidence-Based Selected Response | 1877 – 1945 | Immigration, internal migration and urbanization transformed American life. (12) | C; A, B, E | 2 points |
| 8 | Multiple Choice | Skills and Documents | The Bill of Rights is derived from English law, ideas of the Enlightenment, the experiences of the American colonists, early experiences of self-government and the national debate over the ratification of the Constitution of the United States. (9) | B | 1 point |
| 9 | Evidence-Based Selected Response | 1945 -- Present | The postwar economic boom, greatly affected by advances in science, produced epic changes in American life. (29) | C; C, D | 2 points |
| 10 | Evidence-Based Selected Response | Skills and Documents | The Federalist Papers and the Anti-Federalist Papers structured the national debate over the ratification of the Constitution of the United States. (8) | B; A, E | 2 points |

American History
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Content Summary and Answer Key

| Question No. | Item Type | Reporting Category | Content Statement | Answer Key | Points |
|--------------|-----------------|----------------------|--|------------|---------|
| 11 | Multi-Select | 1945 -- Present | The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics. (26) | A, B, E | 1 point |
| 12 | Multiple Choice | 1877 – 1945 | After WWI, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs. (16) | D | 1 point |
| 13 | Matching Item | Skills and Documents | Problems facing the national government under the Articles of Confederation led to the drafting of the Constitution of the United States. The framers of the Constitution applied ideas of Enlightenment in conceiving the new government. (7) | --- | 1 point |
| 14 | Multiple Choice | 1945 – Present | The Second Red Scare and McCarthyism reflected Cold War fears in American society. (25) | A | 1 point |

**American History
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Content Summary and Answer Key**

| Question No. | Item Type | Reporting Category | Content Statement | Answer Key | Points |
|---------------------|----------------------------------|---------------------------|---|-------------------|---------------|
| 15 | Evidence-Based Selected Response | 1877 – 1945 | An improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions. (18) | B; A, D | 2 points |
| 16 | Multiple Choice | 1945 – Present | The United States faced new political, national security and economic challenges in the post-Cold War world and following the attacks on September 11, 2001. (33) | B | 1 point |
| 17 | Multiple Choice | 1877 – 1945 | Movements such as the Harlem Renaissance, African-American migration, women's suffrage and Prohibition all contributed to social change. (19) | A | 1 point |
| 18 | Multiple Choice | 1945 – Present | The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act have had social and political effects. (30) | B | 1 point |

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Content Summary and Answer Key

| Question No. | Item Type | Reporting Category | Content Statement | Answer Key | Points |
|--------------|------------------|----------------------|--|------------|----------|
| 19 | Multiple Choice | 1945 – Present | The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics. (26) | B | 1 point |
| 20 | Multiple Choice | Skills and Documents | Historians develop theses and use evidence to support or refute positions. (3) | A | 1 point |
| 21 | Multiple Choice | Skills and Documents | Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations. (4) | C | 1 point |
| 22 | Multiple Choice | 1877 – 1945 | The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions and violence toward supporters of organized labor. (11) | D | 1 point |
| 23 | Graphic Response | 1945 – Present | Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights. (28) | --- | 2 points |
| 24 | Multiple Choice | 1877 – 1945 | The Progressive era was an effort to address the ills of American society stemming from industrial capitalism, urbanization and political corruption. (14) | D | 1 point |

**American History
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Content Summary and Answer Key**

| Question No. | Item Type | Reporting Category | Content Statement | Answer Key | Points |
|---------------------|----------------------------------|---------------------------|---|-------------------|---------------|
| 25 | Short Response | 1877 – 1945 | The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society. (10) | --- | 2 points |
| 26 | Short Answer | Skills and Documents | The Bill of Rights is derived from English law, ideas of the Enlightenment, the experiences of the American colonists, early experiences of self-government and the national debate over the ratification of the Constitution of the United States. (9) | --- | 1 point |
| 27 | Evidence-Based Selected Response | 1945 – Present | The collapse of communist governments in Eastern Europe and the USSR brought an end to the Cold War. (27) | A; C, D | 2 points |

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Question 1

Question and Scoring Guidelines

Question 1

The Declaration of Independence was strongly influenced by the Enlightenment ideas of the social contract and natural rights.

Select the boxes to identify whether each excerpt from the Declaration of Independence reflects the influence of natural rights or the social contract.

| | Natural Rights | Social Contract |
|--|--------------------------|--------------------------|
| “That these United Colonies are ... Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved ...” | <input type="checkbox"/> | <input type="checkbox"/> |
| “When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another ...” | <input type="checkbox"/> | <input type="checkbox"/> |
| “[A]ll men are created equal, that they are endowed by their Creator with ... Life, Liberty and the pursuit of Happiness.” | <input type="checkbox"/> | <input type="checkbox"/> |

Points Possible: 2

Reporting Category: Skills and Documents

Content Statement: The Declaration of Independence reflects an application of Enlightenment ideas to the grievances of British subjects in the American colonies. (5)

Scoring Guidelines

For this item, a full-credit response (2 points) includes:

- “Social Contract” selected for “That these United Colonies are ... Free and Independent States ...”;
- AND
- “Social Contract” selected for “When in the Course of human events, it becomes necessary ...”;
- AND
- “Natural Rights” selected for “[A]ll men are created equal, that they are endowed by their Creator with ...” (2 points).

For this item, a partial-credit response (1 point) includes:

- At least two correct selections (1 point).

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Question 1

Sample Responses

Sample Response: 2 points

The Declaration of Independence was strongly influenced by the Enlightenment ideas of the social contract and natural rights.

Select the boxes to identify whether each excerpt from the Declaration of Independence reflects the influence of natural rights or the social contract.

| | Natural Rights | Social Contract |
|--|-------------------------------------|-------------------------------------|
| “That these United Colonies are ... Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved ...” | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| “When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another ...” | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| “[A]ll men are created equal, that they are endowed by their Creator with ... Life, Liberty and the pursuit of Happiness.” | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Notes on Scoring

This response earns full credit (2 points) because the student correctly selected “Social Contract” for “That these United Colonies are ... Free and Independent States ...”, “Social Contract” for “When in the Course of human events, it becomes necessary ...” and “Natural Rights” for “[A]ll men are created equal, that they are endowed by their Creator with ...”.

Sample Response: 1 point

The Declaration of Independence was strongly influenced by the Enlightenment ideas of the social contract and natural rights.

Select the boxes to identify whether each excerpt from the Declaration of Independence reflects the influence of natural rights or the social contract.

| | Natural Rights | Social Contract |
|--|-------------------------------------|-------------------------------------|
| “That these United Colonies are ... Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved ...” | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| “When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another ...” | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| “[A]ll men are created equal, that they are endowed by their Creator with ... Life, Liberty and the pursuit of Happiness.” | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Notes on Scoring

This response earns partial credit (1 point) because the student selected two out of the three correct choices: The student correctly selected “Social Contract” for “When in the Course of human events, it becomes necessary ...” and “Natural Rights” for “[A]ll men are created equal, that they are endowed by their Creator with ...”.

Sample Response: 0 points

The Declaration of Independence was strongly influenced by the Enlightenment ideas of the social contract and natural rights.

Select the boxes to identify whether each excerpt from the Declaration of Independence reflects the influence of natural rights or the social contract.

| | Natural Rights | Social Contract |
|--|-------------------------------------|-------------------------------------|
| “That these United Colonies are ... Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved ...” | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| “When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another ...” | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| “[A]ll men are created equal, that they are endowed by their Creator with ... Life, Liberty and the pursuit of Happiness.” | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Notes on Scoring

This response earns no credit (0 points) because the student did not make any correct selections.

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Question 2

Question and Scoring Guidelines

Question 2

Following Reconstruction, many Southern states passed legislation that became known as Jim Crow laws.

Identify **two** Jim Crow laws.

Then, describe how each law negatively impacted the lives of African Americans.

Type your answer in the space provided.



A rich text editor toolbar with icons for bold, italic, underline, strikethrough, bulleted list, numbered list, decrease indent, increase indent, cut, copy, paste, undo, redo, ABC, and Omega.

Points Possible: 4

Reporting Category: 1877 – 1945

Content Statement: Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized.
(13)

Scoring Guidelines

Exemplar Response

- One type of Jim Crow law required racial segregation in public places. This led to institutionalized discrimination, poor treatment of African Americans and unequal access to a variety of different places such as schools and restaurants.

Another Jim Crow law required African Americans to pass literacy tests in order to vote. In many cases, these literacy tests were impossible to pass, which in turn prevented African Americans from exercising their constitutionally guaranteed right to vote.

Other Responses

Jim Crow laws and their impacts:

- Jim Crow laws required racial segregation in public places. This led to institutionalized discrimination, poor treatment of African Americans and unequal access to a variety of different places such as schools and restaurants.
- Jim Crow laws created voting restrictions such as literacy tests, poll taxes and the grandfather clause. In many cases, these restrictions were impossible to overcome, which in turn prevented African Americans from exercising their constitutionally guaranteed right to vote.
- Jim Crow laws also prohibited miscegenation, or interracial marriage, affecting the lives of people who wanted to marry and denying them of their rights.
- One Jim Crow law required segregation on modes of transportation, treating African Americans as second-class citizens.
- Places like parks and baseball fields were segregated by law. Because facilities for white and African American children were segregated, a generation grew up without getting to know children of the other race.
- Jim Crow laws limited African Americans' ability to vote. This made it difficult for African Americans to secure their rights and gain protection. In doing so, it also prevented them from serving on juries or running for local office, as those opportunities were open only to those who voted.
- Jim Crow laws instituted a system of segregation that limited interaction between African Americans and whites. African Americans were required to attend separate schools, use separate water fountains and bathrooms, use separate entrances to public facilities, and be buried in separate cemeteries. The facilities set aside for African Americans were often of inferior quality compared to their white counterparts. In the case of schools, this meant that African Americans received a lower quality education.

Score Point

Description

4 points

The response identifies two examples of Jim Crow laws AND describes two ways that Jim Crow laws negatively impacted the lives of African Americans.

3 points

The response identifies two examples of Jim Crow laws and describes one way that Jim Crow laws negatively impacted the lives of African Americans.

OR

The response identifies one example of a Jim Crow law and describes two ways that Jim Crow laws negatively impacted the lives of African Americans.

2 points

The response identifies one example of a Jim Crow law and describes one way that Jim Crow laws negatively impacted the lives of African Americans.

OR

The response identifies two examples of Jim Crow laws but does not describe how Jim Crow laws negatively impacted the lives of African Americans.

OR

The response describes two ways that Jim Crow laws negatively impacted the lives of African Americans, but does not identify an example of a Jim Crow law.

1 point

The response identifies one example of a Jim Crow Law.

OR

The response describes one way that Jim Crow laws negatively impacted the lives of African Americans, but does not identify an example of a Jim Crow law.

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 totally 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 2

Sample Responses

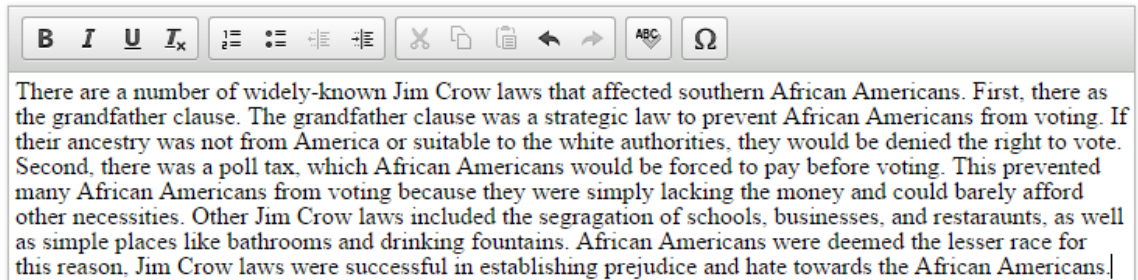
Sample Response: 4 points

Following Reconstruction, many Southern states passed legislation that became known as Jim Crow laws.

Identify **two** Jim Crow laws.

Then, describe how each law negatively impacted the lives of African Americans.

Type your answer in the space provided.



The screenshot shows a text editor with a toolbar at the top containing icons for bold (B), italic (I), underline (U), strikethrough (I_x), bulleted list, numbered list, decrease indent, increase indent, cut, copy, paste, undo, redo, ABC, and Ω. Below the toolbar, the text reads: "There are a number of widely-known Jim Crow laws that affected southern African Americans. First, there as the grandfather clause. The grandfather clause was a strategic law to prevent African Americans from voting. If their ancestry was not from America or suitable to the white authorities, they would be denied the right to vote. Second, there was a poll tax, which African Americans would be forced to pay before voting. This prevented many African Americans from voting because they were simply lacking the money and could barely afford other necessities. Other Jim Crow laws included the segregation of schools, businesses, and restaraunts, as well as simple places like bathrooms and drinking fountains. African Americans were deemed the lesser race for this reason, Jim Crow laws were successful in establishing prejudice and hate towards the African Americans."

Notes on Scoring

This response earns full credit (4 points) because of the following reasons:

The response identifies one Jim Crow law ("the grandfather clause") and describes how this law negatively impacted the lives of African Americans ("to prevent African Americans from voting").

The response identifies another Jim Crow law ("poll tax") and describes how this law negatively impacted the lives of African Americans ("This prevented many African Americans from voting because they were simply lacking the money").

The response identifies a third Jim Crow law ("segregation of schools, businesses, and restaraunts, as well ... bathrooms and drinking fountains") and describes how this law negatively impacted the lives of African Americans ("establishing prejudice and hate towards the African Americans").

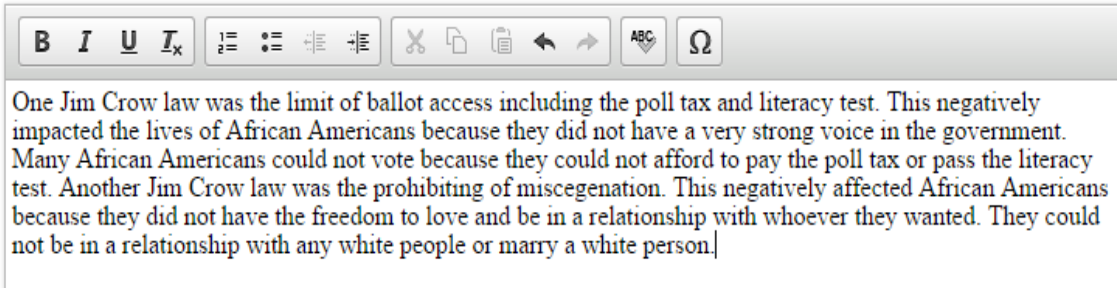
Sample Response: 4 points

Following Reconstruction, many Southern states passed legislation that became known as Jim Crow laws.

Identify **two** Jim Crow laws.

Then, describe how each law negatively impacted the lives of African Americans.

Type your answer in the space provided.



The screenshot shows a text editor with a toolbar at the top containing icons for bold, italic, underline, strikethrough, bulleted list, numbered list, indent, outdent, cut, copy, paste, undo, redo, ABC, and Ω. Below the toolbar, the text reads: "One Jim Crow law was the limit of ballot access including the poll tax and literacy test. This negatively impacted the lives of African Americans because they did not have a very strong voice in the government. Many African Americans could not vote because they could not afford to pay the poll tax or pass the literacy test. Another Jim Crow law was the prohibiting of miscegenation. This negatively affected African Americans because they did not have the freedom to love and be in a relationship with whoever they wanted. They could not be in a relationship with any white people or marry a white person."

Notes on Scoring

This response earns full credit (4 points) because of the following reasons:

The response identifies one Jim Crow law ("limit of ballot access including the poll tax") and describes how this law negatively impacted the lives of African Americans ("because they did not have a very strong voice in the government ... because they could not afford to pay the poll tax").

The response identifies another Jim Crow law ("literacy test") and describes how this law negatively impacted the lives of African Americans ("Many African Americans could not vote because they could not ... pass the literacy test").

The response identifies a third Jim Crow law ("prohibiting of miscegenation") and describes how this law negatively impacted the lives of African Americans ("they did not have the freedom to love and be in a relationship with whoever they wanted").

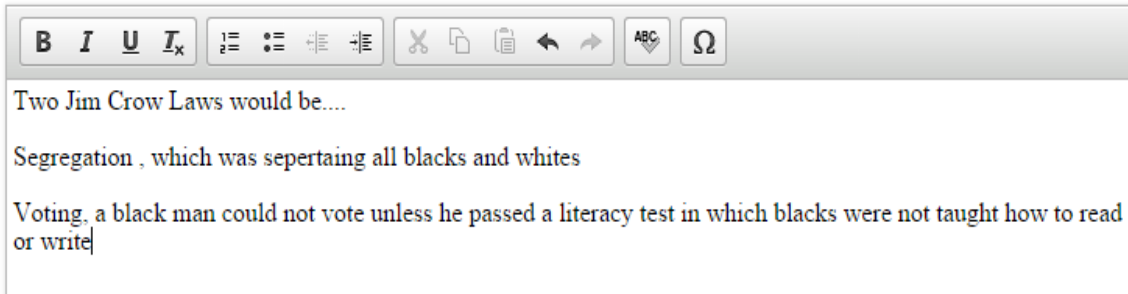
Sample Response: 3 points

Following Reconstruction, many Southern states passed legislation that became known as Jim Crow laws.

Identify **two** Jim Crow laws.

Then, describe how each law negatively impacted the lives of African Americans.

Type your answer in the space provided.



The screenshot shows a text editor with a toolbar at the top containing icons for bold (B), italic (I), underline (U), strikethrough (I_x), bulleted list, numbered list, indent, and outdent, as well as icons for cut, copy, paste, undo, redo, ABC, and Ω. Below the toolbar, the text reads: "Two Jim Crow Laws would be... Segregation , which was separtaing all blacks and whites Voting, a black man could not vote unless he passed a literacy test in which blacks were not taught how to read or write".

Notes on Scoring

This response earns partial credit (3 points) because of the following reasons:

The response identifies one Jim Crow law ("Segregation") but it does not describe how this Jim Crow law negatively impacted the lives of African Americans.

The response identifies a second Jim Crow law ("literacy test") and describes how this Jim Crow law negatively impacted the lives of African Americans ("a black man could not vote unless he passed").

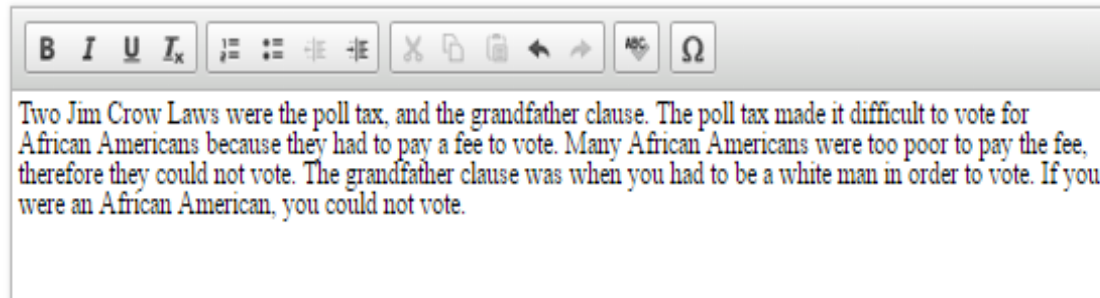
Sample Response: 3 points

Following Reconstruction, many Southern states passed legislation that became known as Jim Crow laws.

Identify **two** Jim Crow laws.

Then, describe how each law negatively impacted the lives of African Americans.

Type your answer in the space provided.



The screenshot shows a text editor with a toolbar at the top containing icons for bold (B), italic (I), underline (U), strikethrough (ABC), bulleted list, numbered list, indent, outdent, undo, redo, and a link icon. Below the toolbar, the text reads: "Two Jim Crow Laws were the poll tax, and the grandfather clause. The poll tax made it difficult to vote for African Americans because they had to pay a fee to vote. Many African Americans were too poor to pay the fee, therefore they could not vote. The grandfather clause was when you had to be a white man in order to vote. If you were an African American, you could not vote."

Notes on Scoring

This response earns partial credit (3 points) for the following reasons:

The response identifies one Jim Crow law ("poll tax") and describes how this Jim Crow law negatively impacted the lives of African Americans ("pay a fee to vote").

The response identifies a second Jim Crow law ("the grandfather clause") but it provides an incorrect explanation for how this negatively impacted the lives of African Americans.


Sample Response: 2 points

Following Reconstruction, many Southern states passed legislation that became known as Jim Crow laws.

Identify **two** Jim Crow laws.

Then, describe how each law negatively impacted the lives of African Americans.

Type your answer in the space provided.



1 blacks can only eat at designated resturants
2 blacks could only attend black schools unless told otherwise|

Notes on Scoring

This response earns partial credit (2 points) because it identifies two Jim Crow laws (“blacks can only eat at designated resturants”) and (“blacks could only attend black schools”) but it does not describe how these Jim Crow laws negatively impacted the lives of African Americans.

Sample Response: 2 points

Following Reconstruction, many Southern states passed legislation that became known as Jim Crow laws.

Identify **two** Jim Crow laws.

Then, describe how each law negatively impacted the lives of African Americans.

Type your answer in the space provided.

B I U I_x ☰ ☷ ☰ ☷ ✂ 📄 📁 ↶ ↷ 🔍 Ω

One Jim Crow law was separate but equal. So the law was that African Americans could do the same stuff Whites could do but separate from them. However the condition of the things that the African Americans had to use were terrible. Another law was African Americans had to do everything behind the Whites, for example sitting in the back of the bus.

Notes on Scoring

This response earns partial credit (2 points) because it provides one Jim Crow law ("separate but equal") and it describes how this law negatively impacted the lives of African Americans ("African Americans could do the same stuff Whites could do but separate from them. However the condition of the things that the African Americans had to use were terrible").

Sample Response: 1 point

Following Reconstruction, many Southern states passed legislation that became known as Jim Crow laws.

Identify **two** Jim Crow laws.

Then, describe how each law negatively impacted the lives of African Americans.

Type your answer in the space provided.



The laws were negative towards african americans because they segregated them from everything.

Notes on Scoring

This response earns partial credit (1 point) because it identifies one Jim Crow law ("they segregated them") but does not describe how this Jim Crow law negatively impacted the lives of African Americans.

Sample Response: 1 point

Following Reconstruction, many Southern states passed legislation that became known as Jim Crow laws.

Identify **two** Jim Crow laws.

Then, describe how each law negatively impacted the lives of African Americans.

Type your answer in the space provided.

B **I** **U** **I_x** ☰ ☷ ☰ ☷ ✂ 📄 🗑 ↶ ↷ 🔍 Ω

One of a Jim Crow laws was the segregation in southern states and another was the segregation on black people.

Notes on Scoring

This response earns partial credit (1 point) because it provides one Jim Crow law ("segregation").

Sample Response: 0 points

Following Reconstruction, many Southern states passed legislation that became known as Jim Crow laws.

Identify **two** Jim Crow laws.

Then, describe how each law negatively impacted the lives of African Americans.

Type your answer in the space provided.

B *I* U ~~I_x~~ ☰ ☱ ☲ ☳ ✂ 📄 📁 ↶ ↷ ABC Ω

Jim Crow laws, one was that there couldn't be slavery. It had to be abolished.
Another, was that the African Americans had to go into the military.

Notes on Scoring

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

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Question 3

Question and Scoring Guidelines

Question 3


A provision of the Northwest Ordinance is shown.

[S]uch State shall be admitted ... into the Congress of the United States, on an equal footing with the original States in all respects whatever ...

Describe the purpose of this provision.

Then, describe what the provision was intended to prevent.

Type your answer in the space provided.



A rich text editor toolbar with the following icons from left to right: Bold (B), Italic (I), Underline (U), Strikethrough (I_x), Bulleted List, Numbered List, Indent, Outdent, Undo, Redo, ABC, and Omega (Ω).

Points Possible: 2

Reporting Category: Skills and Documents

Content Statement: The Northwest Ordinance addressed a need for government in the Northwest Territory and established precedents for the future governing of the United States. (6)

Scoring Guidelines

Exemplar Response

- The Northwest Ordinance provision was intended to ensure that any new states formed out of the Northwest Territory would have the same official standing as states like Massachusetts or Virginia that were created from the original Thirteen Colonies. This provision was included to prevent the Northwest Territory from being governed unfairly, as America had been governed by England before the Revolutionary War.

Other Responses

Purpose of the Northwest Ordinance Provision:

- Any new state formed out of the Northwest Territory would have the same official standing as would be equal to the original 13 states.
- There would be no legal difference between the original 13 states and any new states admitted from the Northwest Territory.

What the Northwest Ordinance Provision was intended to prevent:

- To prevent the Northwest Territory from being governed unfairly.
- To prevent colonization of American lands by the United States.
- To prevent an unfair system for new lands to be admitted to the Union from being created.

Score Point

Description

2 points

The response summarizes the meaning of the Northwest Ordinance's provision by giving a description of its purpose AND giving a description of what it was intended to prevent.

1 point

The response summarizes the meaning of the Northwest Ordinance's provision by giving a description of its purpose.

OR

The response summarizes the meaning of the Northwest Ordinance's provision by giving a description of what it was intended to prevent.

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 totally 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 3

Sample Responses

Sample Response: 2 points

A provision of the Northwest Ordinance is shown.

[S]uch State shall be admitted ... into the Congress of the United States, on an equal footing with the original States in all respects whatever ...

Describe the purpose of this provision.

Then, describe what the provision was intended to prevent.

Type your answer in the space provided.

B **I** **U** **I_x** ¶ ☰ ☲ ☱ ✂ 📄 📁 ↶ ↷ ABC Ω

The purpose of this provision is to ensure that any state admitted into the union besides the original states will be treated no differently, as if it was an original state. This provision was intended to prevent new states being treated as "territories" or as unequal to the original states. It was meant to guard against discrimination of new members to the union by the original states. All states would be treated equal and fair.

Notes on Scoring

This response earns full credit (2 points) because it describes the purpose of the provision ("to ensure that any state admitted into the union besides the original states will be treated no differently, as if it was an original state") and describes what the provision was intended to prevent ("to guard against discrimination of new members to the union by the original states").

Sample Response: 2 points

A provision of the Northwest Ordinance is shown.

[S]uch State shall be admitted ... into the Congress of the United States, on an equal footing with the original States in all respects whatever ...

Describe the purpose of this provision.

Then, describe what the provision was intended to prevent.

Type your answer in the space provided.

B *I* U ~~X~~ ;= := ≠ ≡ ✕ 📄 🗑️ ⬅️ ➡️ ABC Ω

The purpose is to get a state to be a part of the United States and make sure that it has the same rights and privaledges as the original states.
The provision was intended to prevent the new states from having less rights or to be treated any diferently then the orignial states belonging to the United States. it is mportant that what the first states were able t do, the new states have the same rights.

Notes on Scoring

This response earns full credit (2 points) because it describes the purpose of the provision ("make sure that it has the same rights and privaledges as the original states") and describes what the provision was intended to prevent ("the new states from having less rights").

Sample Response: 1 point












A provision of the Northwest Ordinance is shown.

[S]uch State shall be admitted ... into the Congress of the United States, on an equal footing with the original States in all respects whatever ...

Describe the purpose of this provision.

Then, describe what the provision was intended to prevent.

Type your answer in the space provided.

B I U I_x           

The idea of this provision is to say that any state that becomes a part of the united states is to be given the same political and economical treatment as the states that are already there.

Notes on Scoring

This response earns partial credit (1 point) because it describes the purpose of the provision ("any state that becomes a part of the united states is to be given the same political and economical treatment as the states that are already there") but fails to describe what the provision was intended to prevent.

Sample Response: 1 point

A provision of the Northwest Ordinance is shown.

[S]uch State shall be admitted ... into the Congress of the United States, on an equal footing with the original States in all respects whatever ...

Describe the purpose of this provision.

Then, describe what the provision was intended to prevent.

Type your answer in the space provided.

B *I* U ~~I_x~~ ☰ ☱ ☲ ☳ ✂ 📄 📋 ↶ ↷ ABC Ω

The purpose is to state that any state can be established but it will be just as equal than any other state in the country.

Notes on Scoring

This response earns partial credit (1 point) because it describes the purpose of the provision ("it will be just as equal than any other state in the country") but fails to describe what the provision was intended to prevent.

Sample Response: 0 points

A provision of the Northwest Ordinance is shown.

[S]uch State shall be admitted ... into the Congress of the United States, on an equal footing with the original States in all respects whatever ...

Describe the purpose of this provision.

Then, describe what the provision was intended to prevent.

Type your answer in the space provided.

B I U I_x

The purpose of this provision is such state shall be admitted into the congress of the united states. The provision was intended to prevent states to be admitted into congress of the United states on an equal footing.

Notes on Scoring

This response earns no credit (0 points) because it restates portions of the prompt without providing additional correct information.

Sample Response: 0 points

A provision of the Northwest Ordinance is shown.

[S]uch State shall be admitted ... into the Congress of the United States, on an equal footing with the original States in all respects whatever ...

Describe the purpose of this provision.

Then, describe what the provision was intended to prevent.

Type your answer in the space provided.

B *I* U ~~I_x~~ ☰ ☷ ☹ ☺ ✂ 📄 📋 ↶ ↷ ABC Ω

The provision was intended to prevent settlement in the northwestern territory.

Notes on Scoring

This response earns no credit (0 points) because it provides incorrect information and thus demonstrates inadequate understanding of the concept needed to answer this item.

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Question 4

Question and Scoring Guidelines

Question 4

A student is researching popular culture in the United States. She has found a book on the subject and will need to determine whether it is a credible source.

Which piece of information should she evaluate to determine the source's credibility?

- Ⓐ the age of the author
- Ⓑ the length of the book
- Ⓒ the author's qualifications
- Ⓓ the city in which the book was published

Points Possible: 1

Reporting Category: Skills and Documents

Content Statement: The use of primary and secondary sources of information includes an examination of the credibility of each source. (2)

Scoring Guidelines

Rationale for Option A: This is incorrect. The age of the author should play no role in how credible a source is.

Rationale for Option B: This is incorrect. The length of the source is irrelevant when it comes to credibility. A shorter source can be just as credible as a lengthy one.

Rationale for Option C: **Key** – The author's qualifications will dictate how credible his or her writing is. If the author has done extensive research on a topic, the writing is more likely to be credible.

Rationale for Option D: This is incorrect. The city of publication is irrelevant when it comes to the credibility of a source.

Sample Response: 1 point

A student is researching popular culture in the United States. She has found a book on the subject and will need to determine whether it is a credible source.

Which piece of information should she evaluate to determine the source's credibility?

- Ⓐ the age of the author
- Ⓑ the length of the book
- Ⓒ the author's qualifications
- Ⓓ the city in which the book was published

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Question 5

Question and Scoring Guidelines

Question 5

Which group's activities reflected a pattern of intolerance toward immigrants in the United States during the 20th century?

- Ⓐ Ku Klux Klan
- Ⓑ United Farm Workers
- Ⓒ American Indian Movement
- Ⓓ National Organization for Women

Points Possible: 1

Reporting Category: 1877 – 1945

Content Statement: Racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I. (17)

Scoring Guidelines

Rationale for Option A: **Key** – Following World War I, the number of immigrants to the United States increased. Many white Americans joined the KKK to protest the increased number of immigrants in the workforce, but also to promote Anglo-Saxon, Protestant and “native” American beliefs.

Rationale for Option B: This is incorrect. Intolerance toward immigrants was not a goal of the United Farm Workers.

Rationale for Option C: This is incorrect. Intolerance toward immigrants was not a goal of the American Indian Movement.

Rationale for Option D: This is incorrect. Intolerance toward immigrants was not a goal of the National Organization for Women.

Sample Response: 1 point

Which group's activities reflected a pattern of intolerance toward immigrants in the United States during the 20th century?

- A Ku Klux Klan
- B United Farm Workers
- C American Indian Movement
- D National Organization for Women

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Question 6

Question and Scoring Guidelines

Question 6

The attack on Pearl Harbor caused changes in American domestic policies.

Which event was a consequence of the attack on Pearl Harbor?

- Ⓐ The United States bombed Berlin in retaliation, causing Germany to declare war.
- Ⓑ Congress passed the Neutrality Act of 1939, which permitted Britain to buy U.S. weapons.
- Ⓒ The United States government forced Japanese Americans to relocate to internment camps.
- Ⓓ The Roosevelt administration created New Deal agencies to help prepare the country for war.

Points Possible: 1

Reporting Category: 1877 – 1945

Content Statement: The United States mobilization of its economic and military resources during World War II brought significant changes to American society. (22)

Scoring Guidelines

Rationale for Option A: This is incorrect. Germany did not attack Pearl Harbor, and the U.S. did not retaliate against it until long after war was declared.

Rationale for Option B: This is incorrect. The Neutrality Act of 1939 preceded the attack on Pearl Harbor, so it could not be a consequence of the attack.

Rationale for Option C: **Key** – Fears stoked by the Japanese attack on Pearl Harbor led the government to force Japanese Americans to move into internment camps.

Rationale for Option D: This is incorrect. New Deal programs were created before Pearl Harbor to respond to the Depression.

Sample Response: 1 point

The attack on Pearl Harbor caused changes in American domestic policies.

Which event was a consequence of the attack on Pearl Harbor?

- (A) The United States bombed Berlin in retaliation, causing Germany to declare war.
- (B) Congress passed the Neutrality Act of 1939, which permitted Britain to buy U.S. weapons.
- (C) The United States government forced Japanese Americans to relocate to internment camps.
- (D) The Roosevelt administration created New Deal agencies to help prepare the country for war.

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Question 7

Question and Scoring Guidelines

Question 7

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

Part A

From 1910 to 1930, approximately 1.6 million migrants left rural areas in Southern states and moved to Northern cities. This population shift was known as the Great Migration.

Which group relocated from the South to the North in the largest numbers during this period?

- (A) Asian Americans
- (B) Native Americans
- (C) African Americans
- (D) Mexican Americans

Part B

Select all of the factors that motivated the group you identified in Part A to relocate to Northern cities.

- expanded cultural experiences
- institutionalization of Jim Crow laws
- racial tensions in industrialized regions
- increased demand for agricultural labor
- increased availability of manufacturing jobs

Points Possible: 2

Reporting Category: 1877 – 1945

Content Statement: Immigration, internal migration and urbanization transformed American life. (12)

Scoring Guidelines

Part A

Rationale for Option A: This is incorrect. Asian Americans were not major participants in the Great Migration.

Rationale for Option B: This is incorrect. Native Americans were not major participants in the Great Migration.

Rationale for Option C: **Key** – African Americans were the primary participants in the Great Migration.

Rationale for Option D: This is incorrect. Mexican Americans were not major participants in the Great Migration.

Part B

Rationale for First Option: **Key** – The mass movement of African Americans from the South to the North exposed many to new cultural experiences related to art, music and literature.

Rationale for Second Option: **Key** – In the early 20th century, Jim Crow laws became increasingly entrenched in the rural South.

Rationale for Third Option: This is incorrect. Although racial tensions in industrial regions increased as a result of the Great Migration, such tensions were not a cause of this population shift.

Rationale for Fourth Option: This is incorrect. During this period, the mechanization of agriculture led to a steep decrease in demand for agricultural workers.

Rationale for Fifth Option: **Key** – Jobs in factories became available with the mobilization of non-African Americans to fight in the war and with the decline of immigration during WWI. African Americans were able to take advantage of the increased employment opportunities brought about by the absence of the groups previously drawn upon for industrialized labor.

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Question 7

Sample Responses

Sample Response: 2 points

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

Part A

From 1910 to 1930, approximately 1.6 million migrants left rural areas in Southern states and moved to Northern cities. This population shift was known as the Great Migration.

Which group relocated from the South to the North in the largest numbers during this period?

- A Asian Americans
- B Native Americans
- C African Americans
- D Mexican Americans

Part B

Select all of the factors that motivated the group you identified in Part A to relocate to Northern cities.

- expanded cultural experiences
- institutionalization of Jim Crow laws
- racial tensions in industrialized regions
- increased demand for agricultural labor
- increased availability of manufacturing jobs

Notes on Scoring

This response earns full credit (2 points) because the student correctly selected "C" in Part A and the correct three factors in Part B.

Sample Response: 1 point

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

Part A

From 1910 to 1930, approximately 1.6 million migrants left rural areas in Southern states and moved to Northern cities. This population shift was known as the Great Migration.

Which group relocated from the South to the North in the largest numbers during this period?

- (A) Asian Americans
- (B) Native Americans
- (C) African Americans
- (D) Mexican Americans

Part B

Select all of the factors that motivated the group you identified in Part A to relocate to Northern cities.

- expanded cultural experiences
- institutionalization of Jim Crow laws
- racial tensions in industrialized regions
- increased demand for agricultural labor
- increased availability of manufacturing jobs

Notes on Scoring

This response earns partial credit (1 point) because the student correctly answered Part A but did not correctly answer 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

From 1910 to 1930, approximately 1.6 million migrants left rural areas in Southern states and moved to Northern cities. This population shift was known as the Great Migration.

Which group relocated from the South to the North in the largest numbers during this period?

- (A) Asian Americans
- (B) Native Americans
- (C) African Americans
- (D) Mexican Americans

Part B

Select all of the factors that motivated the group you identified in Part A to relocate to Northern cities.

- expanded cultural experiences
- institutionalization of Jim Crow laws
- racial tensions in industrialized regions
- increased demand for agricultural labor
- increased availability of manufacturing jobs

Notes on Scoring

This response earns no credit (0 points) because the student did not answer either Part A or Part B correctly.

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Question 8

Question and Scoring Guidelines

Question 8

Before the American Revolutionary War, the British government passed laws to increase its control over its American colonies. An excerpt from the Massachusetts Government Act is shown.

“... from and after August 1, 1774, no meeting shall be called by the select men [officials], or at the request of any number of freeholders [land owners] of any township, district, or precinct, without the leave [consent] of the [royally appointed] governor ...”

Why did colonists view this section of the Massachusetts Government Act as an infringement on their rights?

- (A) because it outlawed jury trials
- (B) because it limited their ability to assemble
- (C) because it prevented them from owning property
- (D) because it restricted their exercise of religious freedom

Points Possible: 1

Reporting Category: Skills and Documents

Content Statement: The Bill of Rights is derived from English law, ideas of the Enlightenment, the experiences of the American colonists, early experiences of self-government and the national debate over the ratification of the Constitution of the United States. (9)

Scoring Guidelines

Rationale for Option A: This is incorrect. The excerpt addresses an infringement on the ability of colonists to assemble in town meetings, later addressed in the U.S. Bill of Rights by ensuring the “right of the people to peaceably assemble,” not the right to trial by jury.

Rationale for Option B: **Key** – The excerpt addresses an infringement on the ability of colonists to assemble in town meetings, later addressed in the U.S. Bill of Rights by ensuring the “right of the people to peaceably assemble.”

Rationale for Option C: This is incorrect. The excerpt addresses an infringement on the ability of colonists to assemble in town meetings, later addressed in the U.S. Bill of Rights by ensuring the “right of the people to peaceably assemble,” not rights to private property.

Rationale for Option D: This is incorrect. The excerpt addresses an infringement on the ability of colonists to assemble in town meetings, later addressed in the U.S. Bill of Rights by ensuring the “right of the people to peaceably assemble,” not the right to religious freedom.

Sample Response: 1 point

Before the American Revolutionary War, the British government passed laws to increase its control over its American colonies. An excerpt from the Massachusetts Government Act is shown.

“... from and after August 1, 1774, no meeting shall be called by the select men [officials], or at the request of any number of freeholders [land owners] of any township, district, or precinct, without the leave [consent] of the [royally appointed] governor ...”

Why did colonists view this section of the Massachusetts Government Act as an infringement on their rights?

- Ⓐ because it outlawed jury trials
- Ⓑ because it limited their ability to assemble
- Ⓒ because it prevented them from owning property
- Ⓓ because it restricted their exercise of religious freedom

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Question 9

Question and Scoring Guidelines

Question 9

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

Part A

Following World War II, the United States experienced an era of unprecedented prosperity and economic growth.

Which factor contributed to this post-war prosperity?

- (A) increased barriers to international trade
- (B) development of a nationwide network of railroads
- (C) increased consumer demand for goods and services
- (D) new government regulations imposed on large corporations

Part B

Select all of the causes that led to the factor that you identified in Part A.

- decreased immigration from Asian countries
- establishment of the New York Stock Exchange
- increased income for a large percentage of the U.S. workforce
- rapid population growth following the homecoming of American military personnel
- establishment of a free trade agreement among the United States, Mexico and Canada

Points Possible: 2

Reporting Category: 1945 – Present

Content Statement: The postwar economic boom, greatly affected by advances in science, produced epic changes in American life.
(29)

Scoring Guidelines

Part A

Rationale for Option A: This is incorrect. Barriers to international trade were lowered, not increased, after World War II.

Rationale for Option B: This is incorrect. A nationwide network of railroads had already been developed in the late 19th and early 20th centuries, before the post-war economic boom.

Rationale for Option C: **Key** – Public demand for goods and services contributed to post-war economic growth and rising levels of prosperity.

Rationale for Option D: This is incorrect. Increased regulations on American corporations did not contribute to prosperity in the post-war period.

Part B

Rationale for First Option: This is incorrect. Immigration from Asia was not a cause of American consumer growth following World War II.

Rationale for Second Option: This is incorrect. The New York Stock Exchange was established many years before the outbreak of World War II.

Rationale for Third Option: **Key** – In the post-war years, average per capita income grew for members of the U.S. workforce, which contributed to rising levels of prosperity in the United States.

Rationale for Fourth Option: **Key** – The start of the “Baby Boom Generation” led to demand for more consumer goods such as food, clothing and housing.

Rationale for Fifth Option: This is incorrect. No free trade agreement among the United States, Mexico and Canada was signed in the years directly following World War II.

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Question 9

Sample Responses

Sample Response: 2 points

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

Part A

Following World War II, the United States experienced an era of unprecedented prosperity and economic growth.

Which factor contributed to this post-war prosperity?

- Ⓐ increased barriers to international trade
- Ⓑ development of a nationwide network of railroads
- Ⓒ increased consumer demand for goods and services
- Ⓓ new government regulations imposed on large corporations

Part B

Select all of the causes that led to the factor that you identified in Part A.

- decreased immigration from Asian countries
- establishment of the New York Stock Exchange
- increased income for a large percentage of the U.S. workforce
- rapid population growth following the homecoming of American military personnel
- establishment of a free trade agreement among the United States, Mexico and Canada

Notes on Scoring

This response earns full credit (2 points) because the student correctly answered both Parts A and B. A student must answer Part A correctly in order to receive credit for Part B.

Sample Response: 1 point

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

Part A

Following World War II, the United States experienced an era of unprecedented prosperity and economic growth.

Which factor contributed to this post-war prosperity?

- Ⓐ increased barriers to international trade
- Ⓑ development of a nationwide network of railroads
- Ⓒ increased consumer demand for goods and services
- Ⓓ new government regulations imposed on large corporations

Part B

Select all of the causes that led to the factor that you identified in Part A.

- decreased immigration from Asian countries
- establishment of the New York Stock Exchange
- increased income for a large percentage of the U.S. workforce
- rapid population growth following the homecoming of American military personnel
- establishment of a free trade agreement among the United States, Mexico and Canada

Notes on Scoring

This response earns partial credit (1 point) because the student correctly answered Part A.

Sample Response: 0 points

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

Part A

Following World War II, the United States experienced an era of unprecedented prosperity and economic growth.

Which factor contributed to this post-war prosperity?

- increased barriers to international trade
- development of a nationwide network of railroads
- increased consumer demand for goods and services
- new government regulations imposed on large corporations

Part B

Select all of the causes that led to the factor that you identified in Part A.

- decreased immigration from Asian countries
- establishment of the New York Stock Exchange
- increased income for a large percentage of the U.S. workforce
- rapid population growth following the homecoming of American military personnel
- establishment of a free trade agreement among the United States, Mexico and Canada

Notes on Scoring

This response earns no credit (0 points) because the student did not answer either Part A or Part B correctly.

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Question 10

Question and Scoring Guidelines

Question 10

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

Part A

Excerpts from the Federalist and Anti-Federalist Papers are shown.

| Federalist Paper Excerpt | Anti-Federalist Paper Excerpt |
|---|---|
| <p>It is <i>essential</i> to such a government that it be derived from the great body of the society, not from ... a favored class of it; otherwise a handful of tyrannical nobles, exercising their oppressions by a delegation of their powers, might aspire to the rank of republicans, and claim for their government the honorable title of republic. It is <i>sufficient</i> for such a government that the persons administering it be appointed, either directly or indirectly, by the people; and that they hold their appointments by either of the tenures just specified; otherwise every government in the United States ... would be degraded from the republican character. ... —James Madison</p> | <p>In so extensive a republic, the great officers of government would soon become above the control of the people, and abuse their power ... and oppressing them ... The command of all the troops and navy of the republic ... the collecting of all the public revenues, ... must be lodged and exercised in every state, in the hands of a few. When these are attended with great honor ... so as greatly to interest men to pursue them, and to be proper objects for ambitious and designing men, such men will be ever restless in their pursuit ... They will use the power ... to the purposes of gratifying their own interest and ambition ... —Robert Yates</p> |

What is one concern that is shared by both authors?

- (A) Ambitious men will use their power to command the navy.
- (B) The powerful few will use their position to oppress the people.
- (C) Few citizens will be interested in voting for officials in an election.
- (D) A large republic will be unable to raise money to pay for a standing army.

Part B

Select all of the ways in which the Bill of Rights and the Constitution address the concern shared by both authors.

- provided protection for individual rights
- expanded suffrage to new groups of people
- reserved command of the navy to the executive branch
- provided equal representation in both houses of Congress
- divided decision-making powers across three separate branches of government
- required individual states to donate money to establish a standing national army

Points Possible: 2

Reporting Category: Skills and Documents

Content Statement: The Federalist Papers and the Anti-Federalist Papers structured 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. The idea that ambitious men will use their power to command the navy was not a concern stated in both authors' arguments. This was a concern stated only in the Anti-Federalist Paper excerpt.

Rationale for Option B: **Key** – Both authors state that when power is in the hands of very few people, they will become above the control of the people and it will lead to the oppression of the people.

Rationale for Option C: This is incorrect. The idea that few citizens will be interested in voting for officials in an election was not a concern stated in both authors' arguments.

Rationale for Option D: This is incorrect. The idea that a large republic will be unable to raise money to pay for a standing army was not a concern stated in both authors' arguments.

Part B

Rationale for First Option: **Key** – The Bill of Rights provides for the protection of individual rights to prevent the potential oppression of the people by those in positions of power.

Rationale for Second Option: This is incorrect. The Constitution did eventually expand suffrage to new groups of people, but not at this time and not for the purpose of getting more people to vote; this does not address the common concern shared by both authors.

Rationale for Third Option: This is incorrect. The Constitution does provide that the navy is commanded by the executive branch, but this does not address the common concern shared by both authors.

Rationale for Fourth Option: This is incorrect. The Constitution does not provide that all states have equal representation in both houses of Congress, only in the Senate.

Rationale for Fifth Option: **Key** – The Constitution provides for the equal separation of federal power across three branches—legislative, executive and judicial—as a check against any one branch or group of people accumulating too much power and oppressing the people.

Rationale for Sixth Option: This is incorrect. The Constitution does not provide that the army is funded by state donation to the national government.

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Question 10

Sample Responses

Sample Response: 2 points

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

Part A

Excerpts from the Federalist and Anti-Federalist Papers are shown.

| Federalist Paper Excerpt | Anti-Federalist Paper Excerpt |
|--|--|
| <p>It is <i>essential</i> to such a government that it be derived from the great body of the society, not from ... a favored class of it; otherwise a handful of tyrannical nobles, exercising their oppressions by a delegation of their powers, might aspire to the rank of republicans, and claim for their government the honorable title of republic. It is <i>sufficient</i> for such a government that the persons administering it be appointed, either directly or indirectly, by the people; and that they hold their appointments by either of the tenures just specified; otherwise every government in the United States ... would be degraded from the republican character. ...</p> <p>—James Madison</p> | <p>In so extensive a republic, the great officers of government would soon become above the control of the people, and abuse their power ... and oppressing them ... The command of all the troops and navy of the republic ... the collecting of all the public revenues, ... must be lodged and exercised in every state, in the hands of a few. When these are attended with great honor ... so as greatly to interest men to pursue them, and to be proper objects for ambitious and designing men, such men will be ever restless in their pursuit ... They will use the power ... to the purposes of gratifying their own interest and ambition ...</p> <p>—Robert Yates</p> |

What is one concern that is shared by both authors?

- Ⓐ Ambitious men will use their power to command the navy.
- Ⓑ The powerful few will use their position to oppress the people.
- Ⓒ Few citizens will be interested in voting for officials in an election.
- Ⓓ A large republic will be unable to raise money to pay for a standing army.

Part B

Select all of the ways in which the Bill of Rights and the Constitution address the concern shared by both authors.

- provided protection for individual rights
- expanded suffrage to new groups of people
- reserved command of the navy to the executive branch
- provided equal representation in both houses of Congress
- divided decision-making powers across three separate branches of government
- required individual states to donate money to establish a standing national army

Notes on Scoring

This response earns full credit (2 points) because the student correctly answered both Parts A and B. A student must answer Part A correctly in order to receive credit for Part B.

Sample Response: 1 point

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

Part A

Excerpts from the Federalist and Anti-Federalist Papers are shown.

| Federalist Paper Excerpt | Anti-Federalist Paper Excerpt |
|---|---|
| It is <i>essential</i> to such a government that it be derived from the great body of the society, not from ... a favored class of it; otherwise a handful of tyrannical nobles, exercising their oppressions by a delegation of their powers, might aspire to the rank of republicans, and claim for their government the honorable title of republic. It is <i>sufficient</i> for such a government that the persons administering it be appointed, either directly or indirectly, by the people; and that they hold their appointments by either of the tenures just specified; otherwise every government in the United States ... would be degraded from the republican character. ... —James Madison | In so extensive a republic, the great officers of government would soon become above the control of the people, and abuse their power ... and oppressing them ... The command of all the troops and navy of the republic ... the collecting of all the public revenues, ... must be lodged and exercised in every state, in the hands of a few. When these are attended with great honor ... so as greatly to interest men to pursue them, and to be proper objects for ambitious and designing men, such men will be ever restless in their pursuit ... They will use the power ... to the purposes of gratifying their own interest and ambition ... —Robert Yates |

What is one concern that is shared by both authors?

- Ⓐ Ambitious men will use their power to command the navy.
- Ⓑ The powerful few will use their position to oppress the people.
- Ⓒ Few citizens will be interested in voting for officials in an election.
- Ⓓ A large republic will be unable to raise money to pay for a standing army.

Part B

Select all of the ways in which the Bill of Rights and the Constitution address the concern shared by both authors.

- provided protection for individual rights
- expanded suffrage to new groups of people
- reserved command of the navy to the executive branch
- provided equal representation in both houses of Congress
- divided decision-making powers across three separate branches of government
- required individual states to donate money to establish a standing national army

Notes on Scoring

This response earns partial credit (1 point) because the student answered Part A correctly. The student must answer Part A correctly in order to receive partial credit.

Sample Response: 0 points

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

Part A

Excerpts from the Federalist and Anti-Federalist Papers are shown.

| Federalist Paper Excerpt | Anti-Federalist Paper Excerpt |
|---|---|
| It is <i>essential</i> to such a government that it be derived from the great body of the society, not from ... a favored class of it; otherwise a handful of tyrannical nobles, exercising their oppressions by a delegation of their powers, might aspire to the rank of republicans, and claim for their government the honorable title of republic. It is <i>sufficient</i> for such a government that the persons administering it be appointed, either directly or indirectly, by the people; and that they hold their appointments by either of the tenures just specified; otherwise every government in the United States ... would be degraded from the republican character. ... —James Madison | In so extensive a republic, the great officers of government would soon become above the control of the people, and abuse their power ... and oppressing them ... The command of all the troops and navy of the republic ... the collecting of all the public revenues, ... must be lodged and exercised in every state, in the hands of a few. When these are attended with great honor ... so as greatly to interest men to pursue them, and to be proper objects for ambitious and designing men, such men will be ever restless in their pursuit ... They will use the power ... to the purposes of gratifying their own interest and ambition ... —Robert Yates |

What is one concern that is shared by both authors?

- (A) Ambitious men will use their power to command the navy.
- (B) The powerful few will use their position to oppress the people.
- (C) Few citizens will be interested in voting for officials in an election.
- (D) A large republic will be unable to raise money to pay for a standing army.

Part B

Select all of the ways in which the Bill of Rights and the Constitution address the concern shared by both authors.

- provided protection for individual rights
- expanded suffrage to new groups of people
- reserved command of the navy to the executive branch
- provided equal representation in both houses of Congress
- divided decision-making powers across three separate branches of government
- required individual states to donate money to establish a standing national army

Notes on Scoring

This response earns no credit (0 points) because the student did not correctly answer either Part A or Part B.

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Question 11

Question and Scoring Guidelines

Question 11

Select all of the events that resulted from the hostilities between the United States and the Soviet Union following World War II.

- the space race
- the Cuban Missile Crisis
- the creation of the NAACP
- the enactment of the 1965 Immigration Act
- the competitive buildup of nuclear weapons
- the movement of people from the Sun Belt to the Rust Belt

Points Possible: 1

Reporting Category: 1945 – Present

Content Statement: The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics. (26)

Scoring Guidelines

Rationale for Option A: **Key** – The United States and the Soviet Union both wanted access to the resources available in space.

Rationale for Option B: **Key** – The United States' discovery of missiles in Cuba almost led to a nuclear conflict between the two superpowers.

Rationale for Option C: This is incorrect. The creation of the NAACP related to domestic issues involving racial equality, not the Cold War.

Rationale for Option D: This is incorrect. The enactment of the 1965 Immigration Act eased immigration restrictions from Latin America and Asia; it did not result from the hostilities between the United States and the Soviet Union.

Rationale for Option E: **Key** – The hostilities between the United States and the Soviet Union led to both superpowers attempting to out-weapon one another.

Rationale for Option F: This is incorrect. Although hostilities between the United States and the Soviet Union promoted defense industry jobs that caused people to move, the movement of people occurred from the Rust Belt to the Sun Belt, not the other way around.

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Question 11

Sample Responses

Sample Response: 1 point

Select all of the events that resulted from the hostilities between the United States and the Soviet Union following World War II.

- the space race
- the Cuban Missile Crisis
- the creation of the NAACP
- the enactment of the 1965 Immigration Act
- the competitive buildup of nuclear weapons
- the movement of people from the Sun Belt to the Rust Belt

Notes on Scoring

This response earns full credit (1 point) because the student selected all of the correct responses.

Sample Response: 0 points

Select all of the events that resulted from the hostilities between the United States and the Soviet Union following World War II.

- the space race
- the Cuban Missile Crisis
- the creation of the NAACP
- the enactment of the 1965 Immigration Act
- the competitive buildup of nuclear weapons
- the movement of people from the Sun Belt to the Rust Belt

Notes on Scoring

This response earns no credit (0 points) even though the student selected the correct answers. The student chose incorrect responses in addition to the correct ones, which results in 0 points being awarded.

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Question 12

Question and Scoring Guidelines

Question 12

After World War I, President Woodrow Wilson played a role in shaping the Treaty of Versailles. Despite President Wilson's efforts, the United States Senate refused to ratify the Treaty.

Which concern led the U.S. Senate to reject the Treaty of Versailles?

- (A) The treaty would be too forgiving on Germany following its defeat in the war.
- (B) The treaty would allow the League of Nations to develop its own powerful standing army.
- (C) The treaty would force the United States to surrender the territorial gains it made during the war.
- (D) The treaty would draw the United States into foreign entanglements through the League of Nations.

Points Possible: 1

Reporting Category: 1877 – 1945

Content Statement: After WWI, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs. (16)

Scoring Guidelines

Rationale for Option A: This is incorrect. There was concern in the United States, especially among German- and Irish-Americans, that the Treaty of Versailles treated the Germans too harshly and overly favored the British.

Rationale for Option B: This is incorrect. Concerns focused on the League of Nations forcing the United States to maintain a standing army, drawing it into foreign entanglements without the consent of Congress. The idea underlying the League of Nations was that it depended on the militaries of its members for collective security and did not have its own armed force.

Rationale for Option C: This is incorrect. The United States did not make any territorial gains in fighting World War I.

Rationale for Option D: **Key** – The primary reason for the defeat of the Treaty of Versailles in the U.S. Senate was concerns about the League of Nations and the potential that it could force the United States into additional foreign wars without Congressional consent.

Sample Response: 1 point

After World War I, President Woodrow Wilson played a role in shaping the Treaty of Versailles. Despite President Wilson's efforts, the United States Senate refused to ratify the Treaty.

Which concern led the U.S. Senate to reject the Treaty of Versailles?

- Ⓐ The treaty would be too forgiving on Germany following its defeat in the war.
- Ⓑ The treaty would allow the League of Nations to develop its own powerful standing army.
- Ⓒ The treaty would force the United States to surrender the territorial gains it made during the war.
- Ⓓ The treaty would draw the United States into foreign entanglements through the League of Nations.

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Question 13

Question and Scoring Guidelines

Question 13

During the 1780s, the United States faced problems due to weaknesses of the Articles of Confederation. These problems led to the drafting of the U.S. Constitution in 1787.

Select the boxes to match each provision of the U.S. Constitution with the problem that it was designed to address.

| | Unresolved disputes between states | Outstanding Revolutionary War debt | Continued British military presence on U.S. soil | Lack of centralized authority within the federal government |
|--|------------------------------------|------------------------------------|--|---|
| “The executive Power shall be vested in a President of the United States of America.” | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| “The Congress shall have Power ... To regulate Commerce with foreign Nations, and among the several States...” | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| “The Congress shall have Power To lay and collect Taxes, Duties, Imposts and Excises ... throughout the United States;” | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| “The Congress shall have Power ... To provide for calling forth the Militia to execute the Laws of the Union, suppress Insurrections and repel Invasions;” | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Points Possible: 1

Reporting Category: Skills and Documents

Content Statement: Problems facing the national government under the Articles of Confederation led to the drafting of the Constitution of the United States. The framers of the Constitution applied ideas of Enlightenment in conceiving the new government. (7)

Scoring Guidelines

For this item, a full-credit response (1 point) includes:

- “Lack of centralized authority within the federal government” selected for “The executive Power shall be vested in a President of the United States of America.”;

AND

- “Unresolved disputes between states” selected for “The Congress shall have Power ... To regulate Commerce with foreign Nations, and among the several States...”;

AND

- “Outstanding Revolutionary War debt” selected for “The Congress shall have Power To lay and collect Taxes, Duties, Imposts and Excises ... throughout the United States;”;

AND

- “Continued British military presence on U.S. soil” selected for “The Congress shall have Power ... To provide for calling forth the Militia to execute the Laws of the Union, suppress Insurrections and repel Invasions;” (1 point).

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Question 13

Sample Responses

Sample Response: 1 point

During the 1780s, the United States faced problems due to weaknesses of the Articles of Confederation. These problems led to the drafting of the U.S. Constitution in 1787.

Select the boxes to match each provision of the U.S. Constitution with the problem that it was designed to address.

| | Unresolved disputes between states | Outstanding Revolutionary War debt | Continued British military presence on U.S. soil | Lack of centralized authority within the federal government |
|--|-------------------------------------|-------------------------------------|--|---|
| “The executive Power shall be vested in a President of the United States of America.” | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| “The Congress shall have Power ... To regulate Commerce with foreign Nations, and among the several States...” | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| “The Congress shall have Power To lay and collect Taxes, Duties, Imposts and Excises ... throughout the United States;” | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| “The Congress shall have Power ... To provide for calling forth the Militia to execute the Laws of the Union, suppress Insurrections and repel Invasions;” | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Notes on Scoring

This response earns full credit (1 point) because the student correctly identified each of the four options for “Unresolved disputes between states,” “Outstanding Revolutionary War debt,” “Continued British military presence on U.S. soil” and “Lack of centralized authority within the federal government.”

Sample Response: 0 points

During the 1780s, the United States faced problems due to weaknesses of the Articles of Confederation. These problems led to the drafting of the U.S. Constitution in 1787.

Select the boxes to match each provision of the U.S. Constitution with the problem that it was designed to address.

| | Unresolved disputes between states | Outstanding Revolutionary War debt | Continued British military presence on U.S. soil | Lack of centralized authority within the federal government |
|--|-------------------------------------|-------------------------------------|--|---|
| “The executive Power shall be vested in a President of the United States of America.” | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| “The Congress shall have Power ... To regulate Commerce with foreign Nations, and among the several States...” | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| “The Congress shall have Power To lay and collect Taxes, Duties, Imposts and Excises ... throughout the United States;” | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| “The Congress shall have Power ... To provide for calling forth the Militia to execute the Laws of the Union, suppress Insurrections and repel Invasions;” | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Notes on Scoring

This response earns no credit (0 points) because the student did not correctly identify each of the four options for “Unresolved disputes between states,” “Outstanding Revolutionary War debt,” “Continued British military presence on U.S. soil” and “Lack of centralized authority within the federal government.” The student must correctly determine the placement of all four statements to receive full credit.

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Question 14

Question and Scoring Guidelines

Question 14

The United States was concerned about the spread of communism throughout most of the 20th century. Following World War I, suspected communists were persecuted in what was known as the Red Scare. A similar pattern of persecution resurfaced after World War II.

What was this development known as?

- (A) McCarthyism
- (B) progressivism
- (C) the Marshall Plan
- (D) the counterculture movement

Points Possible: 1

Reporting Category: 1945 – Present

Content Statement: The Second Red Scare and McCarthyism reflected Cold War fears in American society. (25)

Scoring Guidelines

Rationale for Option A: **Key** – Senator Joseph McCarthy led the campaign to find and remove suspected communists from the government and society.

Rationale for Option B: This is incorrect. Progressivism is a broad ideology based on the idea of progress in the late 19th century to cure the ills of American society that arose, especially in cities, during the industrial era.

Rationale for Option C: This is incorrect. The Marshall Plan was designed to help Western Europe after World War II.

Rationale for Option D: This is incorrect. The counterculture movement occurred during the 1960s. This movement was anti-establishment and challenged the social and cultural mores of that period.

Sample Response: 1 point

The United States was concerned about the spread of communism throughout most of the 20th century. Following World War I, suspected communists were persecuted in what was known as the Red Scare. A similar pattern of persecution resurfaced after World War II.

What was this development known as?

- A McCarthyism
- B progressivism
- C the Marshall Plan
- D the counterculture movement

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Question 15

Question and Scoring Guidelines

Question 15

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

Part A

Following World War I, the United States experienced a period of technological advancement in transportation.

Which advancement in transportation occurred during this period?

- Ⓐ introduction of the electric streetcar
- Ⓑ increased availability of the automobile
- Ⓒ decreased cost of commercial air travel
- Ⓓ introduction of the transcontinental railroad

Part B

Select all of the consequences that resulted from the transportation advancement you identified in Part A.

- traffic congestion
- increased use of coal
- municipal budget deficits
- increased demand for gasoline
- construction of international airports

Points Possible: 2

Reporting Category: 1877 – 1945

Content Statement: An improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions. (18)

Scoring Guidelines

Part A

Rationale for Option A: This is incorrect. The electric streetcar was introduced before this era and was beginning to be replaced by city bus lines at this time in many cities.

Rationale for Option B: **Key** – In the post-World War I era, automobiles became increasingly available to the public.

Rationale for Option C: This is incorrect. Following World War I, commercial air travel was limited and very expensive.

Rationale for Option D: This is incorrect. Construction of the transcontinental railroad began in the late 1800s, before this era.

Part B

Rationale for First Option: **Key** – Increased car use from the invention of the Model A Ford caused traffic congestion in and around cities.

Rationale for Second Option: This is incorrect. Increased use of coal may be a consequence of the transcontinental railroad; however, this was not an advancement of the era.

Rationale for Third Option: This is incorrect. Though municipal budget deficits may have occurred in some areas, they were not a result of the increased availability of the automobile.

Rationale for Fourth Option: **Key** – The growth of the automobile led to a sharp increase in the demand for gasoline.

Rationale for Fifth Option: This is incorrect. Although many airports were constructed in the 20th century, they were not created as a direct result of increased automobile use.

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Question 15

Sample Responses

Sample Response: 2 points

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

Part A

Following World War I, the United States experienced a period of technological advancement in transportation.

Which advancement in transportation occurred during this period?

- Ⓐ introduction of the electric streetcar
- Ⓑ increased availability of the automobile
- Ⓒ decreased cost of commercial air travel
- Ⓓ introduction of the transcontinental railroad

Part B

Select all of the consequences that resulted from the transportation advancement you identified in Part A.

- traffic congestion
- increased use of coal
- municipal budget deficits
- increased demand for gasoline
- construction of international airports

Notes on Scoring

This response earns full credit (2 points) because the student correctly answered both Parts A and B. A student must answer Part A correctly in order to receive credit for Part B.

Sample Response: 1 point

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

Part A

Following World War I, the United States experienced a period of technological advancement in transportation.

Which advancement in transportation occurred during this period?

- Ⓐ introduction of the electric streetcar
- Ⓑ increased availability of the automobile
- Ⓒ decreased cost of commercial air travel
- Ⓓ introduction of the transcontinental railroad

Part B

Select all of the consequences that resulted from the transportation advancement you identified in Part A.

- traffic congestion
- increased use of coal
- municipal budget deficits
- increased demand for gasoline
- construction of international airports

Notes on Scoring

This response earns partial credit (1 point) because the student answered Part A correctly.

Sample Response: 0 points

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

Part A

Following World War I, the United States experienced a period of technological advancement in transportation.

Which advancement in transportation occurred during this period?

- introduction of the electric streetcar
- increased availability of the automobile
- decreased cost of commercial air travel
- introduction of the transcontinental railroad

Part B

Select all of the consequences that resulted from the transportation advancement you identified in Part A.

- traffic congestion
- increased use of coal
- municipal budget deficits
- increased demand for gasoline
- construction of international airports

Notes on Scoring

This response earns no credit (0 points) because the student did not correctly answer either Part A or Part B.

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Question 16

Question and Scoring Guidelines

Question 16

How did U.S. national security policy change at the end of the Cold War?

- Ⓐ The United States withdrew from NATO.
- Ⓑ The United States reduced defense spending.
- Ⓒ The United States initiated containment policies.
- Ⓓ The United States eliminated its nuclear program.

Points Possible: 1

Reporting Category: 1945 – Present

Content Statement: The United States faced new political, national security and economic challenges in the post-Cold War world and following the attacks on September 11, 2001. (33)

Scoring Guidelines

Rationale for Option A: This is incorrect. The United States did not withdraw from NATO; in fact, the United States took the lead in expanding NATO.

Rationale for Option B: **Key** – The United States reduced defense spending due to the end of the Cold War.

Rationale for Option C: This is incorrect. Containment is a post-WWII policy that would have ended with the decline in Cold War hostilities.

Rationale for Option D: This is incorrect. The U.S. nuclear program did not end after the end of the Cold War.

Sample Response: 1 point

How did U.S. national security policy change at the end of the Cold War?

- Ⓐ The United States withdrew from NATO.
- Ⓑ The United States reduced defense spending.
- Ⓒ The United States initiated containment policies.
- Ⓓ The United States eliminated its nuclear program.

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Question 17

Question and Scoring Guidelines

Question 17

During the early 1900s, the movement for prohibition pushed legislators to enact social change throughout the United States.

Which social change was encouraged by the movement for prohibition in the United States?

- (A) outlawing of alcohol in the United States
- (B) integration of public facilities in the United States
- (C) limitations on foreign immigration to the United States
- (D) establishment of civil rights for minorities in the United States

Points Possible: 1

Reporting Category: 1877 – 1945

Content Statement: Movements such as the Harlem Renaissance, African-American migration, women's suffrage and Prohibition all contributed to social change. (19)

Scoring Guidelines

Rationale for Option A: **Key** – The prohibition movement sought to eliminate alcohol from society.

Rationale for Option B: This is incorrect. The prohibition movement took place prior to the integration of public facilities, and this was not a goal of the movement.

Rationale for Option C: This is incorrect. The prohibition movement did not support quotas for immigration.

Rationale for Option D: This is incorrect. The prohibition movement did not seek to protect civil rights for minorities.

Sample Response: 1 point

During the early 1900s, the movement for prohibition pushed legislators to enact social change throughout the United States.

Which social change was encouraged by the movement for prohibition in the United States?

- A outlawing of alcohol in the United States
- B integration of public facilities in the United States
- C limitations on foreign immigration to the United States
- D establishment of civil rights for minorities in the United States

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Question 18

Question and Scoring Guidelines

Question 18

In recent years, print advertisements for some U.S. fast-food chains have featured text written in multiple languages.

One reason for this trend has been an increase in

- (A) segregation of ethnic groups.
- (B) immigration to the United States.
- (C) urbanization and suburbanization.
- (D) emigration from the United States.

Points Possible: 1

Reporting Category: 1945 -- Present

Content Statement: The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act have had social and political effects. (30)

Scoring Guidelines

Rationale for Option A: This is incorrect. Bilingual print advertisements in the United States have become more common due to the increasing diversity of the U.S. population, not because of the segregation of different ethnic groups.

Rationale for Option B: **Key** – Immigration from many different parts of the world has led to an increasingly diverse population in the United States. This diversity is reflected in the fact that many advertisements, including those of some U.S. fast-food chains, have featured text written in multiple languages.

Rationale for Option C: This is incorrect. Although urban and suburban areas in the United States have ethnically diverse populations, the existence of such regions as a standalone fact does not explain why print advertisements for some U.S. fast-food chains have featured text written in multiple languages.

Rationale for Option D: This is incorrect. “Emigration” refers to people leaving a country, therefore it is implausible that emigration from the United States would lead to an increase in bilingual print advertisements inside of the United States.

Sample Response: 1 point

In recent years, print advertisements for some U.S. fast-food chains have featured text written in multiple languages.

One reason for this trend has been an increase in

- (A) segregation of ethnic groups.
- (B) immigration to the United States.
- (C) urbanization and suburbanization.
- (D) emigration from the United States.

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Question 19

Question and Scoring Guidelines

Question 19

The Korean peninsula was taken from Japan at the end of World War II. The Soviet Union and the United States clashed over how this territory should be governed.

How did the ideological conflict between the Soviet Union and the United States affect the division of the Korean peninsula?

- (A) It increased religious tensions, leading to a Buddhist north and a Christian south.
- (B) It created political conflict, leading to a communist-controlled north and an anti-communist south.
- (C) It intensified ethnic conflict, leading to a north controlled by China and a south controlled by Korea.
- (D) It created tensions over natural resources, leading to a mineral-rich north and an agriculturally rich south.

Points Possible: 1

Reporting Category: 1945 – Present

Content Statement: The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics. (26)

Scoring Guidelines

Rationale for Option A: This is incorrect. While South Korea is currently a mix of Christians and Buddhists, the current North Korean government does not promote religious observance.

Rationale for Option B: **Key** – The Korean peninsula was split between the U.S.S.R. and the United States, with each promoting its own form of government and economy that evolved into two distinct Korean governments.

Rationale for Option C: This is incorrect. The conflict was between people of the Korean ethnic group; the peninsula was and is controlled by ethnic Koreans.

Rationale for Option D: This is incorrect. The division of the Korean peninsula was not affected by environmental concerns.

Sample Response: 1 point

The Korean peninsula was taken from Japan at the end of World War II. The Soviet Union and the United States clashed over how this territory should be governed.

How did the ideological conflict between the Soviet Union and the United States affect the division of the Korean peninsula?

- Ⓐ It increased religious tensions, leading to a Buddhist north and a Christian south.
- Ⓑ It created political conflict, leading to a communist-controlled north and an anti-communist south.
- Ⓒ It intensified ethnic conflict, leading to a north controlled by China and a south controlled by Korea.
- Ⓓ It created tensions over natural resources, leading to a mineral-rich north and an agriculturally rich south.

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Question 20

Question and Scoring Guidelines

Question 20

During World War I, Congress passed legislation making the following offenses punishable by fines and/or imprisonment:

to “wilfully utter, print, write, or publish any disloyal ... or abusive language about the form of government of the United States, or the Constitution of the United States, or the military or naval forces of the United States. ...”

Source: Amendment to the Espionage Act
(1917)

Which thesis about the rights of U.S. citizens would this legislation help support?

- (A) The exercise of certain rights can be restricted during wartime.
- (B) Publication of materials in support of war is against the law.
- (C) Government can be legally criticized during wartime.
- (D) It is permissible to place limitations on the right to vote during wartime.

Points Possible: 1

Reporting Category: Skills and Documents

Content Statement: Historians develop theses and use evidence to support or refute positions. (3)

Scoring Guidelines

Rationale for Option A: **Key** – The Amendment to the Espionage Act placed significant limitations on the constitutionally guaranteed right to free speech, therefore this piece of legislation can be used to support a thesis that asserts that the exercise of certain rights can be restricted during wartime.

Rationale for Option B: This is incorrect. The Amendment to the Espionage Act placed restrictions on the ability of U.S. citizens to publically criticize the war effort, not to publically support the war effort. Therefore, this piece of legislation cannot be used to support a thesis that asserts that published materials supporting a U.S. war effort is against the law.

Rationale for Option C: This is incorrect. The Amendment to the Espionage Act placed restrictions on the ability of U.S. citizens to publically criticize the war effort. Therefore, this piece of legislation directly contradicts a thesis that asserts that the government can be legally criticized during wartime.

Rationale for Option D: This is incorrect. No information regarding voting rights is contained in the Amendment to the Espionage Act. Therefore, this piece of legislation cannot be used to support a thesis that asserts that it is permissible to place limitations on the right to vote during wartime.

Sample Response: 1 point

During World War I, Congress passed legislation making the following offenses punishable by fines and/or imprisonment:

to “wilfully utter, print, write, or publish any disloyal ... or abusive language about the form of government of the United States, or the Constitution of the United States, or the military or naval forces of the United States. ...”

Source: Amendment to the Espionage Act
(1917)

Which thesis about the rights of U.S. citizens would this legislation help support?

- A The exercise of certain rights can be restricted during wartime.
- B Publication of materials in support of war is against the law.
- C Government can be legally criticized during wartime.
- D It is permissible to place limitations on the right to vote during wartime.

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Question 21

Question and Scoring Guidelines

Question 21

What was one effect of the New Deal?

- (A) Thousands of government workers lost their jobs.
- (B) The powers of the president became significantly weaker.
- (C) The role of the federal government in Americans' lives expanded.
- (D) Roosevelt became a one-term president when he lost the 1936 election.

Points Possible: 1

Reporting Category: Skills and Documents

Content Statement: Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations. (4)

Scoring Guidelines

Rationale for Option A: This is incorrect. New Deal programs put thousands of people to work in government-sponsored jobs.

Rationale for Option B: This is incorrect. The power of the president became stronger as a result of the New Deal.

Rationale for Option C: **Key** – New Deal programs increased the size of the federal government and its role in the lives of Americans.

Rationale for Option D: This is incorrect. FDR won the 1936 election and was eventually elected to four terms as president.

Sample Response: 1 point

What was one effect of the New Deal?

- Ⓐ Thousands of government workers lost their jobs.
- Ⓑ The powers of the president became significantly weaker.
- Ⓒ The role of the federal government in Americans' lives expanded.
- Ⓓ Roosevelt became a one-term president when he lost the 1936 election.

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Question 22

Question and Scoring Guidelines

Question 22

One effect of industrialization in the United States in the late 1800s was the organization of labor unions as a way for workers to gain bargaining power in the workplace. Why did this development often lead to violence?

- (A) Union leaders would not negotiate with factory owners.
- (B) Union leaders required U.S. workers to join worldwide strikes.
- (C) Government officials used force to bring about better working conditions.
- (D) Business owners used force to protect their workplaces from unionization.

Points Possible: 1

Reporting Category: 1877 – 1945

Content Statement: The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions and violence toward supporters of organized labor. (11)

Scoring Guidelines

Rationale for Option A: This is incorrect. Union leaders were eager to negotiate with factory owners during the late 1800s.

Rationale for Option B: This is incorrect. Although strikes were sometimes organized by labor unions during the late 1800s, violence did not occur because union leaders required their members to participate in worldwide strikes.

Rationale for Option C: This is incorrect. Progressive Era government reforms led to improvements in working conditions. They did not lead to violence.

Rationale for Option D: **Key** – During the late 1800s, some industrial business owners who feared the growing power of labor unions used violence and physical intimidation to prevent their employees from forming labor unions.

Sample Response: 1 point

One effect of industrialization in the United States in the late 1800s was the organization of labor unions as a way for workers to gain bargaining power in the workplace. Why did this development often lead to violence?

- Ⓐ Union leaders would not negotiate with factory owners.
- Ⓑ Union leaders required U.S. workers to join worldwide strikes.
- Ⓒ Government officials used force to bring about better working conditions.
- Ⓓ Business owners used force to protect their workplaces from unionization.

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Question 23

Question and Scoring Guidelines

Question 23

After World War II, many groups fought for the goals that they believed would help them gain civil rights and equality.

Move each goal into the correct blank box to match each group with the goal it was trying to achieve.

| Goal of Each Group | |
|--------------------|----------------------|
| NAACP → | <input type="text"/> |
| UFW → | <input type="text"/> |
| AIM → | <input type="text"/> |
| NOW → | <input type="text"/> |

| |
|---|
| End racial segregation |
| Gain equality for women |
| Improve the conditions of migrant workers |
| Protect American Indian land rights |

Points Possible: 2

Reporting Category: 1945 – Present

Content Statement: Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights. (28)

Scoring Guidelines

For this item, a full-credit response includes:

- “End racial segregation” with NAACP, “Improve the conditions of migrant workers” with UFW, “Protect American Indian land rights” with AIM and “Gain equality for women” with NOW (2 points).

For this item, a partial credit response includes:

- Two or more goals matched with the correct group (1 point).

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Question 23

Sample Responses

Sample Response: 2 points

After World War II, many groups fought for the goals that they believed would help them gain civil rights and equality.

Move each goal into the correct blank box to match each group with the goal it was trying to achieve.

| Goal of Each Group | |
|--------------------|---|
| NAACP → | End racial segregation |
| UFW → | Improve the conditions of migrant workers |
| AIM → | Protect American Indian land rights |
| NOW → | Gain equality for women |

Notes on Scoring

This student receives full credit (2 points) for correctly matching each group with the goal of that group.

Sample Response: 1 point

After World War II, many groups fought for the goals that they believed would help them gain civil rights and equality.

Move each goal into the correct blank box to match each group with the goal it was trying to achieve.

| Goal of Each Group | |
|--------------------|---|
| NAACP → | End racial segregation |
| UFW → | Improve the conditions of migrant workers |
| AIM → | Gain equality for women |
| NOW → | Protect American Indian land rights |

Notes on Scoring

This student receives partial credit (1 point) for correctly matching two of the four goals with the correct groups.

Sample Response: 1 point

After World War II, many groups fought for the goals that they believed would help them gain civil rights and equality.

Move each goal into the correct blank box to match each group with the goal it was trying to achieve.

| Goal of Each Group | |
|--------------------|---|
| NAACP → | End racial segregation |
| UFW → | Gain equality for women |
| AIM → | Protect American Indian land rights |
| NOW → | Improve the conditions of migrant workers |

Notes on Scoring

This student receives partial credit (1 point) for correctly matching two of the four goals with the correct groups.

Sample Response: 0 points

After World War II, many groups fought for the goals that they believed would help them gain civil rights and equality.

Move each goal into the correct blank box to match each group with the goal it was trying to achieve.

| Goal of Each Group | |
|--------------------|---|
| NAACP → | Protect American Indian land rights |
| UFW → | Gain equality for women |
| AIM → | End racial segregation |
| NOW → | Improve the conditions of migrant workers |

Notes on Scoring

This student receives no credit (0 points) for incorrectly matching the goals with the groups.

Sample Response: 0 points

After World War II, many groups fought for the goals that they believed would help them gain civil rights and equality.

Move each goal into the correct blank box to match each group with the goal it was trying to achieve.

| Goal of Each Group | |
|--------------------|---|
| NAACP → | Improve the conditions of migrant workers |
| UFW → | Protect American Indian land rights |
| AIM → | End racial segregation |
| NOW → | Gain equality for women |

Notes on Scoring

The student receives no credit (0 points) for incorrectly matching the goals with the groups.

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Question 24

Question and Scoring Guidelines

Question 24

Which description characterizes Progressivism?

- (A) Progressivism was a religious movement that sought to revive the role of religion in America.
- (B) Progressivism was an economic system in which central government planners made most economic decisions.
- (C) Progressivism was an economic and political philosophy that promoted the public ownership of property and wealth.
- (D) Progressivism was a reform movement that emerged in response to political corruption, the practices of big business, and problems associated with poverty.

Points Possible: 1

Reporting Category: 1877 – 1945

Content Statement: The Progressive era was an effort to address the ills of American society stemming from industrial capitalism, urbanization and political corruption. (14)

Scoring Guidelines

Rationale for Option A: This is incorrect. The definition in Option A is for the Second Great Awakening.

Rationale for Option B: This is incorrect. The definition in Option B is for communism.

Rationale for Option C: This is incorrect. The definition in Option C is for socialism.

Rationale for Option D: **Key** – Progressivism was a reform movement aimed at correcting the abuses of power in government and business that resulted in a poor quality of life for many people.

Sample Response: 1 point

Which description characterizes Progressivism?

- (A) Progressivism was a religious movement that sought to revive the role of religion in America.
- (B) Progressivism was an economic system in which central government planners made most economic decisions.
- (C) Progressivism was an economic and political philosophy that promoted the public ownership of property and wealth.
- (D) Progressivism was a reform movement that emerged in response to political corruption, the practices of big business, and problems associated with poverty.

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Question 25

Question and Scoring Guidelines

Question 25

Explain how industrialization in the United States during the late 1800s and early 1900s led to new and different jobs in urban areas.

Type your answer in the space provided.

B *I* U ~~X~~

Words 0/4000, # Chars 0/20000

Points Possible: 2

Reporting Category: 1877 – 1945

Content Statement: The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society. (10)

Scoring Guidelines

Score Point

2 points

Description

The response explains how industrialization in the United States led to the creation of new employment opportunities in urban areas.

1 point

The response partially explains how industrialization in the United States led to the creation of new employment opportunities in urban areas. A partial explanation could identify an area of the economy impacted by industrialization, but fail to note how employment opportunities were created.

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.

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Question 25

Sample Responses

Sample Response: 2 points

Explain how industrialization in the United States during the late 1800s and early 1900s led to new and different jobs in urban areas.

Type your answer in the space provided.

B I U I_x | | | | | | | |

Industrialization created quite a few jobs in the U.S during the late 1800s and early 1900s. Many people were moving to cities during these times and they needed houses and buildings in the cities for the people were moving there. This opened up a lot of construction jobs for people. Plus with the discoveries of "black gold", people started to set up oil mills to find oil. This led to even more job openings. |

Words 74/4000, # Chars 411/20000

Notes on Scoring

This response receives full credit (2 points) because it completely explains how industrialization in the United States led to the creation of new employment opportunities in urban areas ("Many people were moving to cities during these times and they needed houses and buildings ... This opened up a lot of construction jobs for people.").

Sample Response: 2 points

Explain how industrialization in the United States during the late 1800s and early 1900s led to new and different jobs in urban areas.

Type your answer in the space provided.

B *I* U ~~I_x~~

industrialization created new machines to do some jobs and they required people to operate them giving people job oportunities.

Words 19/4000, # Chars 128/20000









Notes on Scoring

This response receives full credit (2 points) because it completely explains how industrialization in the United States led to the creation of new employment opportunities in urban areas (“industrialization created new machines to do some jobs and they required people to operate them giving people job oportunities.”).

Sample Response: 2 points

Explain how industrialization in the United States during the late 1800s and early 1900s led to new and different jobs in urban areas.

Type your answer in the space provided.

B I U I_x        

Industrialization in the United states led to new and different jobs in urban areas by factories having machines that did things easier for people. Yett, we needed poeple to run these machines so many more jobs opened up as technology got more advanced. Factories found ways to make iron which eventually led to building skyscrapers. Workers were needed to weld peices together and also make the iron.

Words 67/4000, # Chars 402/20000

Notes on Scoring

This response receives full credit (2 points) because it completely explains how industrialization in the United States led to the creation of new employment opportunities in urban areas (“factories having machines that did things easier for people. Yett, we needed poeple to run these machines so many more jobs opened up as technology got more advanced. Factories found ways to make iron which eventually led to building skyscrapers. Workers were needed to weld peices together and also make the iron.”).

Sample Response: 1 point

Explain how industrialization in the United States during the late 1800s and early 1900s led to new and different jobs in urban areas.

Type your answer in the space provided.

B *I* U ~~I_x~~

Industrialization in the United States during the late 1800s and early 1900s led to jobs such as; factory workers, construction workers, and police. |

Words 23/4000, # Chars 149/20000

Notes on Scoring

This response receives partial credit (1 point) because it partially explains how industrialization in the United States led to the creation of new employment opportunities in urban areas (“jobs such as; factory workers, construction workers...”) but does not address how these opportunities arose.

Sample Response: 1 point

Explain how industrialization in the United States during the late 1800s and early 1900s led to new and different jobs in urban areas.

Type your answer in the space provided.

B *I* U ~~I_x~~ ¶ ☰ ☲ ☱ ✂ 📄 📁 ↶ ↷ ABC Ω

inventions and mass production increased the number of jobs

Words 9/4000, # Chars 59/20000

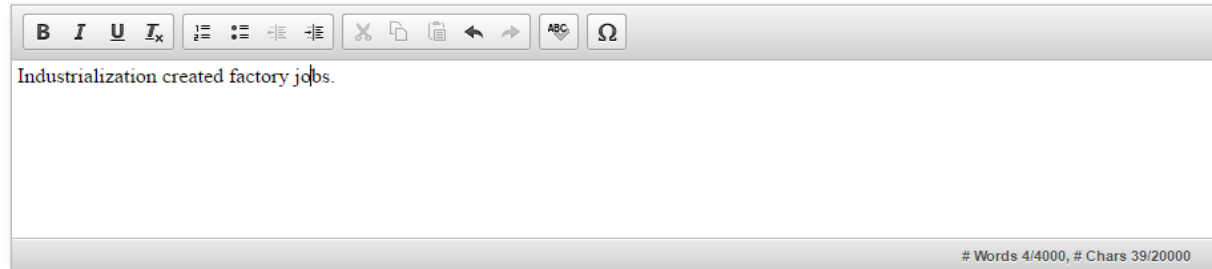
Notes on Scoring

This response receives partial credit (1 point) because it partially explains how industrialization in the United States led to the creation of new employment opportunities in urban areas (“inventions and mass production increased the number of jobs”) but does not address any changed or different aspect of those opportunities.

Sample Response: 1 point

Explain how industrialization in the United States during the late 1800s and early 1900s led to new and different jobs in urban areas.

Type your answer in the space provided.



The screenshot shows a text editor with a toolbar at the top containing icons for bold, italic, underline, strikethrough, bulleted list, numbered list, indent, outdent, undo, redo, ABC, and Ω. Below the toolbar, the text "Industrialization created factory jobs." is entered. At the bottom right of the editor, a status bar displays "# Words 4/4000, # Chars 39/20000".

Notes on Scoring

This response receives partial credit (1 point) because it explains how industrialization in the United States led to the creation of new employment opportunities in urban areas ("Industrialization created factory jobs") but does not address how these opportunities arose.

Sample Response: 1 point

Explain how industrialization in the United States during the late 1800s and early 1900s led to new and different jobs in urban areas.

Type your answer in the space provided.

B **I** **U** **I_x**

Industrialization led to new jobs in urban areas because the mass amounts of new businesses required more workers.

Words 18/4000, # Chars 113/20000

Notes on Scoring

This response receives partial credit (1 point) because it partially explains how industrialization in the United States led to the creation of new employment opportunities in urban areas (“because the mass amounts of new businesses required more workers.”) but does not address how these opportunities arose.

Sample Response: 0 points

Explain how industrialization in the United States during the late 1800s and early 1900s led to new and different jobs in urban areas.

Type your answer in the space provided.

B I U I_x | | | | | | | |

Industrialization led to new and different jobs in the urban areas because there were more people coming into the united states from differnt countries and when all of those people came thwy had to get more different jobs from what people are more capable of, they cant just have a couple jobs that are the same and epect everyone to know how to do it, and do it perfectly like some other workers can do. They also were probably running out of jobs for everyone so thats a reason why they also had to create more jobs, there were more and more people coming in to have a better life for theirselves and for their children if they had any.]

Words 120/4000, # Chars 640/20000

Notes on Scoring

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

Sample Response: 0 points

Explain how industrialization in the United States during the late 1800s and early 1900s led to new and different jobs in urban areas.

Type your answer in the space provided.

B *I* U ~~X~~

It led to jobs because there wasnt much to do and families were poor. they had no where to go and they didnt know what to do.

Words 27/4000, # Chars 125/20000

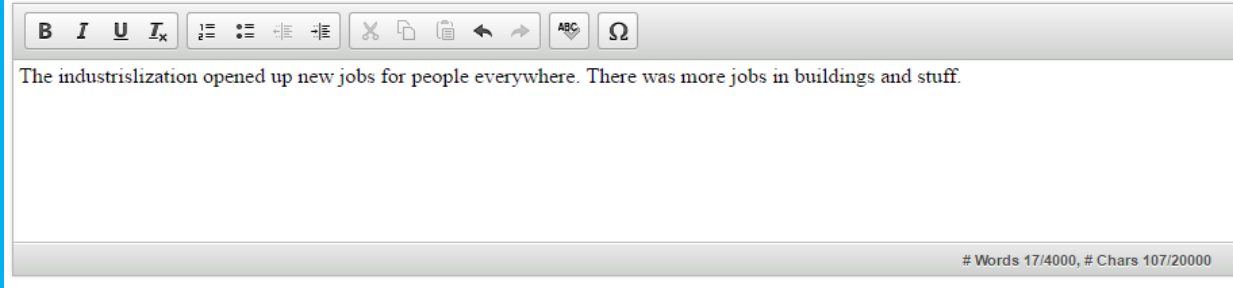
Notes on Scoring

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

Sample Response: 0 points

Explain how industrialization in the United States during the late 1800s and early 1900s led to new and different jobs in urban areas.

Type your answer in the space provided.



The screenshot shows a text editor interface with a toolbar at the top containing icons for bold, italic, underline, strikethrough, bulleted list, numbered list, indent, outdent, undo, redo, and a spell checker. Below the toolbar, the text area contains the response: "The industrislization opened up new jobs for people everywhere. There was more jobs in buildings and stuff." At the bottom right of the text area, a status bar displays "# Words 17/4000, # Chars 107/20000".

Notes on Scoring

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

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Question 26

Question and Scoring Guidelines

Question 26

Identify one specific right incorporated into the U.S. Bill of Rights based on English documents such as the Magna Carta and the English Bill of Rights.

Type your answer in the space provided.

Points Possible: 1

Reporting Category: Skills and Documents

Content Statement: The Bill of Rights is derived from English law, ideas of the Enlightenment, the experiences of the American colonists, early experiences of self-government and the national debate over the ratification of the Constitution of the United States. (9)

Scoring Guidelines

Score Point

Description

1 point

The response includes one of the following:

- Due process
- Protection of property
- Trial by jury
- Right to petition the government
- Protection from excessive bail
- Protection from cruel and unusual punishments
- Right to bear arms
- Freedom of speech

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 26

Sample Responses

Sample Response: 1 point

Identify one specific right incorporated into the U.S. Bill of Rights based on English documents such as the Magna Carta and the English Bill of Rights.

Type your answer in the space provided.

The right to bear arms in the U.S. Bill of Rights came from the Magna Carta and English bill of rights

Notes on Scoring

This student receives full credit (1 point) for responding with “The right to bear arms in the U.S. Bill of Rights came from the Magna Carta and English bill of rights.”

Sample Response: 1 point

Identify one specific right incorporated into the U.S. Bill of Rights based on English documents such as the Magna Carta and the English Bill of Rights.

Type your answer in the space provided.

The right to trial by jury.

Notes on Scoring

This student receives full credit (1 point) for responding with "The right to trial by jury."

Sample Response: 1 point

Identify one specific right incorporated into the U.S. Bill of Rights based on English documents such as the Magna Carta and the English Bill of Rights.

Type your answer in the space provided.

freedom of speech

Notes on Scoring

This student receives full credit (1 point) for responding with “freedom of speech”.

Sample Response: 1 point

Identify one specific right incorporated into the U.S. Bill of Rights based on English documents such as the Magna Carta and the English Bill of Rights.

Type your answer in the space provided.

freedom of religion comes from earlier English documents

Notes on Scoring

This student receives full credit (1 point) for responding with “freedom of religion comes from earlier English documents”.

Sample Response: 0 points

Identify one specific right incorporated into the U.S. Bill of Rights based on English documents such as the Magna Carta and the English Bill of Rights.

Type your answer in the space provided.

RIGHT TO VOTE IN THE BILL OF RIGHTS CAME FROM MAGNA CARTA

Notes on Scoring

This student receives no credit (0 points) for an incorrect response.

Sample Response: 0 points

Identify one specific right incorporated into the U.S. Bill of Rights based on English documents such as the Magna Carta and the English Bill of Rights. Type your answer in the space provided.

The U.S. Bill OF rights and the English Bill of Rights have the same rights.

Notes on Scoring

This student receives no credit (0 points) for an incorrect response.

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Question 27

Question and Scoring Guidelines

Question 27

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

Part A

Which event directly contributed to the end of the Cold War?

- (A) Several communist-based governments collapsed across Eastern Europe.
- (B) The United States assisted the anti-communist government of South Vietnam.
- (C) President Nixon visited the People's Republic of China to reopen diplomatic relations.
- (D) Senator McCarthy led investigations to uncover communist actors working in Hollywood films.

Part B

Select all of the ways the United States responded to the event that you identified in Part A.

- The United States closed military bases throughout Asia.
- The United States supported wage reforms in Chinese industries.
- The United States provided economic assistance to new governments.
- The United States endorsed educational reforms in newly formed democracies.
- The United States passed stricter labor union regulations in the TV and film industry.

Points Possible: 2

Reporting Category: 1945 – Present

Content Statement: The collapse of communist governments in Eastern Europe and the USSR brought an end to the Cold War. (27)

Scoring Guidelines

Part A

Rationale for First Option: **Key** – The collapse of several communist governments helped to reduce tensions between the Soviet Union and the United States and brought about the end of the Cold War era.

Rationale for Second Option: This is incorrect. U.S. support for the anti-communist government in South Vietnam served to further escalate the tensions between the Soviet Union and the United States.

Rationale for Third Option: This is incorrect. President Nixon's visit was a step towards normalizing U.S. relations with China and shifted the Cold War balance. It further escalated the tensions between the Soviet Union and the United States.

Rationale for Fourth Option: This is incorrect. Senator McCarthy's investigations to locate suspected communists living in America primarily had domestic impacts as part of the Second Red Scare and did not contribute to the end of the Cold War.

Part B

Rationale for First Option: This is incorrect. U.S. closure of military bases throughout Asia was not a response made to the collapse of communist governments.

Rationale for Second Option: This is incorrect. Supporting wage regulations in business or industry was not a response to the collapse of communist governments.

Rationale for Third Option: **Key** – The United States endorsing economic reforms in democracies that replaced communism was a response to the collapse of communist governments.

Rationale for Fourth Option: **Key** – The United States endorsing educational reforms in new governments that replaced communism was a response to the collapse of communist governments.

Rationale for Fifth Option: This is incorrect. The passage of labor union regulations was not a response to the collapse of communist governments.

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Question 27

Sample Responses

Sample Response: 2 points

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

Part A

Which event directly contributed to the end of the Cold War?

- A Several communist-based governments collapsed across Eastern Europe.
- B The United States assisted the anti-communist government of South Vietnam.
- C President Nixon visited the People's Republic of China to reopen diplomatic relations.
- D Senator McCarthy led investigations to uncover communist actors working in Hollywood films.

Part B

Select all of the ways the United States responded to the event that you identified in Part A.

- A The United States closed military bases throughout Asia.
- B The United States supported wage reforms in Chinese industries.
- C The United States provided economic assistance to new governments.
- D The United States endorsed educational reforms in newly formed democracies.
- E The United States passed stricter labor union regulations in the TV and film industry.

Notes on Scoring

This student receives full credit (2 points) for correctly answering both Parts A and B.

Sample Response: 1 point

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

Part A

Which event directly contributed to the end of the Cold War?

- A Several communist-based governments collapsed across Eastern Europe.
- B The United States assisted the anti-communist government of South Vietnam.
- C President Nixon visited the People's Republic of China to reopen diplomatic relations.
- D Senator McCarthy led investigations to uncover communist actors working in Hollywood films.

Part B

Select all of the ways the United States responded to the event that you identified in Part A.

- A The United States closed military bases throughout Asia.
- B The United States supported wage reforms in Chinese industries.
- C The United States provided economic assistance to new governments.
- D The United States endorsed educational reforms in newly formed democracies.
- E The United States passed stricter labor union regulations in the TV and film industry.

Notes on Scoring

This student receives partial credit (1 point) for correctly answering Part A.

Sample Response: 1 point

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

Part A

Which event directly contributed to the end of the Cold War?

- A Several communist-based governments collapsed across Eastern Europe.
- B The United States assisted the anti-communist government of South Vietnam.
- C President Nixon visited the People's Republic of China to reopen diplomatic relations.
- D Senator McCarthy led investigations to uncover communist actors working in Hollywood films.

Part B

Select all of the ways the United States responded to the event that you identified in Part A.

- A The United States closed military bases throughout Asia.
- B The United States supported wage reforms in Chinese industries.
- C The United States provided economic assistance to new governments.
- D The United States endorsed educational reforms in newly formed democracies.
- E The United States passed stricter labor union regulations in the TV and film industry.

Notes on Scoring

This student receives partial credit (1 point) for correctly answering Part A.

Sample Response: 0 points

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

Part A

Which event directly contributed to the end of the Cold War?

- A Several communist-based governments collapsed across Eastern Europe.
- B The United States assisted the anti-communist government of South Vietnam.
- C President Nixon visited the People's Republic of China to reopen diplomatic relations.
- D Senator McCarthy led investigations to uncover communist actors working in Hollywood films.

Part B

Select all of the ways the United States responded to the event that you identified in Part A.

- The United States closed military bases throughout Asia.
- The United States supported wage reforms in Chinese industries.
- The United States provided economic assistance to new governments.
- The United States endorsed educational reforms in newly formed democracies.
- The United States passed stricter labor union regulations in the TV and film industry.

Notes on Scoring

This student receives no credit (0 points) for this response. Part A must be answered correctly in order to receive credit for answering Part B correctly.

Sample Response: 0 points

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

Part A

Which event directly contributed to the end of the Cold War?

- Ⓐ Several communist-based governments collapsed across Eastern Europe.
- Ⓑ The United States assisted the anti-communist government of South Vietnam.
- Ⓒ President Nixon visited the People's Republic of China to reopen diplomatic relations.
- Ⓓ Senator McCarthy led investigations to uncover communist actors working in Hollywood films.

Part B

Select all of the ways the United States responded to the event that you identified in Part A.

- The United States closed military bases throughout Asia.
- The United States supported wage reforms in Chinese industries.
- The United States provided economic assistance to new governments.
- The United States endorsed educational reforms in newly formed democracies.
- The United States passed stricter labor union regulations in the TV and film industry.

Notes on Scoring

This student receives no credit (0 points) for this response. Part A must be answered correctly in order to receive credit for answering Part B correctly.

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