

Ohio's State Tests

ITEM RELEASE

SPRING 2017

**AMERICAN
GOVERNMENT**

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**American Government
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Content Summary and Answer Key**

Question No.	Item Type	Reporting Category	Content Statement	Answer Key	Points
1	Multiple Choice	Principles and Structure	The processes of persuasion, compromise, consensus building and negotiation contribute to the resolution of conflicts and differences. (4)	A	1 point
2	Graphic Response	Principles and Structure	The political process creates a dynamic interaction among the three branches of government in addressing current issues. (15)	---	2 points
3	Graphic Response	Principles and Structure	Historically, the United States has struggled with majority rule and the extension of minority rights. As a result of this struggle, the government has increasingly extended civil rights to marginalized groups and broadened opportunities for participation. (17)	---	1 point
4	Graphic Response	Ohio/Policy/Economy	The federal government uses spending and tax policy to maintain economic stability and foster economic growth. Regulatory actions carry economic costs and benefits. (23)	---	2 points
5	Multiple Choice	Historic Documents	The Federalist Papers and the Anti-Federalist Papers framed the national debate over the basic principles of government encompassed by the Constitution of the United States. (6)	B	1 point
6	Multiple Choice	Ohio/Policy/Economy	Individuals in Ohio have a responsibility to assist state and local governments as they address relevant and often controversial problems that directly affect their communities. (20)	D	1 point

**American Government
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Content Summary and Answer Key**

Question No.	Item Type	Reporting Category	Content Statement	Answer Key	Points
7	Graphic Response	Historic Documents	Amendments 11, 21 and 27 have addressed unique historical circumstances. (13)	---	2 points
8	Graphic Response	Historic Documents	The Ohio Constitution was drafted in 1851 to address difficulties in governing the state of Ohio. (18)	---	2 points
9	Multiple Choice	Ohio/Policy/Economy	Individuals and organizations play a role within federal, state and local governments in helping to determine public (domestic and foreign) policy. (22)	D	1 point
10	Multiple Choice	Historic Documents	Four amendments have provided for extensions of suffrage to disenfranchised groups. (11)	B	1 point
11	Short Response	Historic Documents	Five amendments have altered provisions for presidential election, terms and succession to address changing historical circumstances. (12)	---	2 points
12	Graphic Response	Principles and Structure	The processes of persuasion, compromise, consensus building and negotiation contribute to the resolution of conflicts and differences. (4)	---	2 points
13	Hot Text Item	Skills and Documents	As the supreme law of the land, the U.S. Constitution incorporates basic principles that help define the government of the United States as a federal republic including its structure, powers and relationship with the governed. (5)	---	1 point

**American Government
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Content Summary and Answer Key**

Question No.	Item Type	Reporting Category	Content Statement	Answer Key	Points
14	Short Response	Skills and Documents	Constitutional government in the United States has changed over time as a result of amendments to the U.S. Constitution, Supreme Court decisions, legislation and informal practices. (7)	---	2 points
15	Extended Response	Skills and Documents	Constitutional government in the United States has changed over time as a result of amendments to the U.S. Constitution, Supreme Court decisions, legislation and informal practices. (7)	---	4 points

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Question 1

Question and Scoring Guidelines

Question 1

What do compromise, persuasion, negotiation, and consensus building all have in common?

- Ⓐ All of them are nonviolent methods of conflict resolution.
- Ⓑ All of them involve getting each party to make sacrifices.
- Ⓒ All of them typically produce unequal results for opposing parties.
- Ⓓ All of them involve enabling opposing parties to have their positions accepted.

Points Possible: 1

Reporting Category: Principles and Structure

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

Scoring Guidelines

Rationale for Option A: **Key** – Each is a different tool opposing parties can use to solve disagreements peacefully.

Rationale for Option B: This is incorrect. Only compromise and, often, negotiations, require this.

Rationale for Option C: This is incorrect. This statement is false. It is possible for opposing parties to reach a balanced resolution by using these methods.

Rationale for Option D: This is incorrect. The process of these methods may mean that some positions are amended or given up.

Sample Response: 1 point

What do compromise, persuasion, negotiation, and consensus building all have in common?

- A All of them are nonviolent methods of conflict resolution.
- B All of them involve getting each party to make sacrifices.
- C All of them typically produce unequal results for opposing parties.
- D All of them involve enabling opposing parties to have their positions accepted.

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Question 2

Question and Scoring Guidelines

Question 2

The U.S. Constitution created a system of dynamic interaction among the three branches of the federal government.

Move the branches of government into the boxes on the left side of the chart to identify which branch performs the checks and balances shown on the right side of the chart.

- You may use each branch more than once.

Interaction of Branches	Examples of Checks and Balances	
<div style="border: 1px dashed gray; width: 60px; height: 20px; margin: 0 auto;"></div> Checks Executive	1. Veto override 2. Impeachment of civil officers	
<div style="border: 1px dashed gray; width: 60px; height: 20px; margin: 0 auto;"></div> Checks Legislative	1. Veto legislation 2. Convene houses of Congress	
<div style="border: 1px dashed gray; width: 60px; height: 20px; margin: 0 auto;"></div> Checks Legislative	1. Interpret laws 2. Apply laws	
<div style="border: 1px dashed gray; width: 60px; height: 20px; margin: 0 auto;"></div> Checks Judicial	1. Appoint judges 2. Issue pardons and reprieves	
<input type="text" value="Executive"/>	<input type="text" value="Legislative"/>	<input type="text" value="Judicial"/>
<input type="text" value="Executive"/>	<input type="text" value="Legislative"/>	<input type="text" value="Judicial"/>

Points Possible: 2

Reporting Category: Principles and Structure

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

Scoring Guidelines

For this item, a full-credit response includes:

- “Legislative” in top box in left column;
AND
- “Executive” in second box in left column;
AND
- “Judicial” in third box in left column;
AND
- “Executive” in bottom box in left column (2 points).

For this item, a partial credit response includes:

- Any two correct branches in the correct boxes (1 point).

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Question 2

Sample Responses

Sample Response: 2 points

The U.S. Constitution created a system of dynamic interaction among the three branches of the federal government.

Move the branches of government into the boxes on the left side of the chart to identify which branch performs the checks and balances shown on the right side of the chart.

- You may use each branch more than once.

Interaction of Branches	Examples of Checks and Balances
<div style="border: 1px dashed gray; padding: 2px; display: inline-block;">Legislative</div> Checks Executive	1. Veto override 2. Impeachment of civil officers
<div style="border: 1px dashed gray; padding: 2px; display: inline-block;">Executive</div> Checks Legislative	1. Veto legislation 2. Convene houses of Congress
<div style="border: 1px dashed gray; padding: 2px; display: inline-block;">Judicial</div> Checks Legislative	1. Interpret laws 2. Apply laws
<div style="border: 1px dashed gray; padding: 2px; display: inline-block;">Executive</div> Checks Judicial	1. Appoint judges 2. Issue pardons and reprieves

Legislative

Judicial

Notes on Scoring

This response earns full credit (2 points) because the branches of government are identified correctly in all four of the interactions.

Sample Response: 1 point

The U.S. Constitution created a system of dynamic interaction among the three branches of the federal government.

Move the branches of government into the boxes on the left side of the chart to identify which branch performs the checks and balances shown on the right side of the chart.

- You may use each branch more than once.

Interaction of Branches	Examples of Checks and Balances
<div style="border: 1px dashed gray; padding: 2px; display: inline-block; margin-bottom: 5px;">Legislative</div> Checks Executive	1. Veto override 2. Impeachment of civil officers
<div style="border: 1px dashed gray; padding: 2px; display: inline-block; margin-bottom: 5px;">Executive</div> Checks Legislative	1. Veto legislation 2. Convene houses of Congress
<div style="border: 1px dashed gray; padding: 2px; display: inline-block; margin-bottom: 5px;">Executive</div> Checks Legislative	1. Interpret laws 2. Apply laws
<div style="border: 1px dashed gray; padding: 2px; display: inline-block; margin-bottom: 5px;">Legislative</div> Checks Judicial	1. Appoint judges 2. Issue pardons and reprieves
<div style="border: 1px solid gray; padding: 2px; display: inline-block; margin-bottom: 5px;">Judicial</div>	
<div style="border: 1px solid gray; padding: 2px; display: inline-block;">Judicial</div>	

Notes on Scoring

This response earns partial credit (1 point) because only two of the branches of government are identified correctly in the interactions: “Legislative” is placed correctly in the top interaction, and “Executive” is placed correctly in the second interaction.

Sample Response: 1 point

The U.S. Constitution created a system of dynamic interaction among the three branches of the federal government.

Move the branches of government into the boxes on the left side of the chart to identify which branch performs the checks and balances shown on the right side of the chart.

- You may use each branch more than once.

Interaction of Branches	Examples of Checks and Balances
Judicial Checks Executive	<ol style="list-style-type: none"> Veto override Impeachment of civil officers
Executive Checks Legislative	<ol style="list-style-type: none"> Veto legislation Convene houses of Congress
Judicial Checks Legislative	<ol style="list-style-type: none"> Interpret laws Apply laws
Legislative Checks Judicial	<ol style="list-style-type: none"> Appoint judges Issue pardons and reprieves

Executive Legislative

Notes on Scoring

This response earns partial credit (1 point) because only two of the branches of government are identified correctly in the interactions: "Executive" is placed correctly in the second interaction and "Judicial" is placed correctly in the third interaction.

Sample Response: 0 points

The U.S. Constitution created a system of dynamic interaction among the three branches of the federal government.

Move the branches of government into the boxes on the left side of the chart to identify which branch performs the checks and balances shown on the right side of the chart.

- You may use each branch more than once.

Interaction of Branches	Examples of Checks and Balances
Judicial Checks Executive	<ol style="list-style-type: none"> Veto override Impeachment of civil officers
Judicial Checks Legislative	<ol style="list-style-type: none"> Veto legislation Convene houses of Congress
Executive Checks Legislative	<ol style="list-style-type: none"> Interpret laws Apply laws
Legislative Checks Judicial	<ol style="list-style-type: none"> Appoint judges Issue pardons and reprieves
Executive	
	Legislative

Notes on Scoring

This response earns no credit (0 points) because none of the branches of government are identified correctly in the interactions.

Sample Response: 0 points

The U.S. Constitution created a system of dynamic interaction among the three branches of the federal government.

Move the branches of government into the boxes on the left side of the chart to identify which branch performs the checks and balances shown on the right side of the chart.

- You may use each branch more than once.

Interaction of Branches	Examples of Checks and Balances
<div style="border: 1px dashed gray; padding: 2px; display: inline-block; margin-bottom: 5px;">Legislative</div> Checks Executive	1. Veto override 2. Impeachment of civil officers
<div style="border: 1px dashed gray; padding: 2px; display: inline-block; margin-bottom: 5px;">Judicial</div> Checks Legislative	1. Veto legislation 2. Convene houses of Congress
<div style="border: 1px dashed gray; padding: 2px; display: inline-block; margin-bottom: 5px;">Executive</div> Checks Legislative	1. Interpret laws 2. Apply laws
<div style="border: 1px dashed gray; padding: 2px; display: inline-block; margin-bottom: 5px;">Legislative</div> Checks Judicial	1. Appoint judges 2. Issue pardons and reprieves
<div style="border: 1px solid gray; padding: 5px; display: inline-block; margin-right: 100px;">Executive</div> <div style="border: 1px solid gray; padding: 5px; display: inline-block;">Judicial</div>	

Notes on Scoring

This response earns no credit (0 points) because only one of the branches of government is identified correctly in the interactions: "Legislative" is placed correctly in the top interaction.

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Question 3

Question and Scoring Guidelines

Question 3

In the second half of the twentieth century, the three branches of the U.S. government took action to promote the civil rights of African-American citizens.

Move a branch label into each blank box to show what that branch did to extend civil rights to African Americans.

- You do not need to use all the labels.

U.S. Government Actions

The sent in the National Guard to integrate schools to ensure that African Americans had access to public education.

The passed a series of civil rights and voting rights acts to ensure that African Americans could exercise their right to vote.

Executive Branch Judicial Branch Legislative Branch

Points Possible: 1

Reporting Category: Principles and Structure

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

Scoring Guidelines

For this item, a full-credit response includes:

- “Executive Branch” in top box;
AND
- “Legislative Branch” in bottom box (1 point).

American Government
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Question 3

Sample Responses

Sample Response: 1 point

In the second half of the twentieth century, the three branches of the U.S. government took action to promote the civil rights of African-American citizens.

Move a branch label into each blank box to show what that branch did to extend civil rights to African Americans.

- You do not need to use all the labels.

U.S. Government Actions

The **Executive Branch** sent in the National Guard to integrate schools to ensure that African Americans had access to public education.

The **Legislative Branch** passed a series of civil rights and voting rights acts to ensure that African Americans could exercise their right to vote.

Judicial
Branch

Notes on Scoring

This response earns full credit (1 point) because it correctly matches the branch of government to the appropriate action to extend civil rights.

Sample Response: 0 points

In the second half of the twentieth century, the three branches of the U.S. government took action to promote the civil rights of African-American citizens.

Move a branch label into each blank box to show what that branch did to extend civil rights to African Americans.

- You do not need to use all the labels.

U.S. Government Actions

The **Legislative Branch** sent in the National Guard to integrate schools to ensure that African Americans had access to public education.

The **Executive Branch** passed a series of civil rights and voting rights acts to ensure that African Americans could exercise their right to vote.

Judicial
Branch

Notes on Scoring

This response earns no credit (0 points) because it incorrectly matches the branch of government to the appropriate action to extend civil rights.

Sample Response: 0 points

In the second half of the twentieth century, the three branches of the U.S. government took action to promote the civil rights of African-American citizens.

Move a branch label into each blank box to show what that branch did to extend civil rights to African Americans.

- You do not need to use all the labels.

U.S. Government Actions

The sent in the National Guard to integrate schools to ensure that African Americans had access to public education.

The passed a series of civil rights and voting rights acts to ensure that African Americans could exercise their right to vote.

Notes on Scoring

This response earns no credit (0 points) because it correctly matches only one branch of government to the appropriate action to extend civil rights: "Executive Branch" for the first action.

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Question 4

Question and Scoring Guidelines

Question 4

Contract

Expand

Delete ✕

In the United States, the government uses expansionary and contractionary fiscal policies to affect conditions in the economy.

Identify which fiscal policy would be best suited for each situation.

Place a policy type into each blank box in the table.

- You may use each policy more than once.

Fiscal Policy	
Policy	Goal
[]	End a recession
[]	Increase tax revenue
[]	Lower inflation
[]	Lower federal spending
[]	Raise total demand for goods
[]	Reduce tax rates

Points Possible: 2

Reporting Category: Ohio/Policy/Economy

Content Statement: The federal government uses spending and tax policy to maintain economic stability and foster economic growth. Regulatory actions carry economic costs and benefits. (23)

Scoring Guidelines

For this item, a full-credit response includes:

- “Expand” in the “End a recession” row;
AND
- “Contract” in the “Increase tax revenue” row;
AND
- “Contract” in the “Lower inflation” row;
AND
- “Contract” in the “Lower federal spending” row;
AND
- “Expand” in the “Raise total demand for goods” row;
AND
- “Expand” in the “Reduce tax rates” row (2 points).

For this item, a partial credit response includes:

- Three to five policies in the correct blank boxes (1 point).

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Question 4

Sample Responses

Sample Response: 2 points

In the United States, the government uses expansionary and contractionary fiscal policies to affect conditions in the economy.

Identify which fiscal policy would be best suited for each situation.

Place a policy type into each blank box in the table.

- You may use each policy more than once.

Contract	Delete
Expand	

Policy	Goal
Expand	End a recession
Contract	Increase tax revenue
Contract	Lower inflation
Contract	Lower federal spending
Expand	Raise total demand for goods
Expand	Reduce tax rates

Notes on Scoring

This response earns full credit (2 points) because the appropriate policy is correctly identified for each of the goals.

Sample Response: 1 point

In the United States, the government uses expansionary and contractionary fiscal policies to affect conditions in the economy.

Identify which fiscal policy would be best suited for each situation.

Place a policy type into each blank box in the table.

- You may use each policy more than once.

Policy	Goal
Expand	End a recession
Contract	Increase tax revenue
Expand	Lower inflation
Expand	Lower federal spending
Expand	Raise total demand for goods
Contract	Reduce tax rates

Notes on Scoring

This response earns partial credit (1 point) because the appropriate policy is correctly identified for three of the goals: the first, second and fifth goals.

Sample Response: 1 point

In the United States, the government uses expansionary and contractionary fiscal policies to affect conditions in the economy.

Identify which fiscal policy would be best suited for each situation.

Place a policy type into each blank box in the table.

- You may use each policy more than once.

Contract
Expand
Delete

Fiscal Policy	
Policy	Goal
Contract	End a recession
Contract	Increase tax revenue
Contract	Lower inflation
Contract	Lower federal spending
Expand	Raise total demand for goods
Contract	Reduce tax rates

Notes on Scoring

This response earns partial credit (1 point) because the appropriate policy is correctly identified for four of the goals: the second, third, fourth and fifth goals.

Sample Response: 0 points

In the United States, the government uses expansionary and contractionary fiscal policies to affect conditions in the economy.

Identify which fiscal policy would be best suited for each situation.

Place a policy type into each blank box in the table.

- You may use each policy more than once.

Contract	Delete
Expand	

Policy	Goal
Expand	End a recession
Expand	Increase tax revenue
Expand	Lower inflation
Expand	Lower federal spending
Expand	Raise total demand for goods
Contract	Reduce tax rates

Notes on Scoring

This response earns no credit (0 points) because the appropriate policy is correctly identified for only two of the goals: the first and fifth goals.

Sample Response: 0 points

In the United States, the government uses expansionary and contractionary fiscal policies to affect conditions in the economy.

Identify which fiscal policy would be best suited for each situation.

Place a policy type into each blank box in the table.

- You may use each policy more than once.

Policy	Goal
Contract	End a recession
Expand	Increase tax revenue
Expand	Lower inflation
Expand	Lower federal spending
Contract	Raise total demand for goods
Contract	Reduce tax rates

Notes on Scoring

This response earns no credit (0 points) because it does not correctly identify the appropriate policies for any of the goals.

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Question 5

Question and Scoring Guidelines

Question 5

Which concept was at the center of the Anti-Federalist position as expressed in the “Anti-Federalist Papers”?

- Ⓐ standing army
- Ⓑ limited government
- Ⓒ checks and balances
- Ⓓ strong central government

Points Possible: 1

Reporting Category: Historic Documents

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

Scoring Guidelines

Rationale for Option A: This is incorrect. This issue was not up for debate between the two parties.

Rationale for Option B: **Key** – The Anti-Federalists believed the powers of the national government should be limited in favor of greater powers for the states.

Rationale for Option C: This is incorrect. This issue was not up for debate between the two parties.

Rationale for Option D: This is incorrect. The Anti-Federalists believed that there should not be a strong central government, but rather there should be greater power for the states.

Sample Response: 1 point

Which concept was at the center of the Anti-Federalist position as expressed in the “Anti-Federalist Papers”?

- (A) standing army
- (B) limited government
- (C) checks and balances
- (D) strong central government

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Question 6

Question and Scoring Guidelines

Question 6

Citizens engage in civic duties and political activities at the local, state, and national levels. Some types of activities often take place at one level but not at another.

Which civic or political activity can citizens carry out at the state level?

- (A) organizing a neighborhood watch patrol
- (B) serving in the active-duty army or air force
- (C) testifying before Congress on a regional issue
- (D) signing a petition to place an issue on the ballot

Points Possible: 1

Reporting Category: Ohio/Policy/Economy

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

Scoring Guidelines

Rationale for Option A: This is incorrect. This describes a form of civic engagement/responsibility at the local or municipal level.

Rationale for Option B: This is incorrect. This describes a form of civic engagement/responsibility at the national level.

Rationale for Option C: This is incorrect. This describes a form of civic engagement/responsibility at the national/regional level.

Rationale for Option D: **Key** – Signing a petition to place an issue on the ballot of a state election is a form of civic engagement at the state level.

Sample Response: 1 point

Citizens engage in civic duties and political activities at the local, state, and national levels. Some types of activities often take place at one level but not at another.

Which civic or political activity can citizens carry out at the state level?

- (A) organizing a neighborhood watch patrol
- (B) serving in the active-duty army or air force
- (C) testifying before Congress on a regional issue
- (D) signing a petition to place an issue on the ballot

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Question 7

Question and Scoring Guidelines

Question 7

A list of events in the early 1900s is shown.

Identify which events led to the adoption of the 21st Amendment of the U.S. Constitution.

Click on the boxes you wish to select.

Circumstances Surrounding the 21st Amendment's Passage

Crime rates increased under Prohibition

The 18th Amendment failed to pass

World War II

The women's suffrage movement was successful

Federal income taxes were needed to fund military efforts

Difficulties enforcing the 18th Amendment arose

The Democratic Party successfully campaigned against Prohibition in 1932

Points Possible: 2

Reporting Category: Historic Documents

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

Scoring Guidelines

For this item, a full-credit response includes:

- Selection of “Crime rates increased under Prohibition”;
AND
- Selection of “Difficulties enforcing the 18th Amendment arose”;
AND
- Selection of “The Democratic Party successfully campaigned against Prohibition in 1932” (2 points).

For this item, a partial-credit response includes:

- Selection of two correct responses as designated by the full-credit response rubric and no incorrect options selected (1 point);
OR
- Selection of three correct responses as designated by the full-credit response rubric and one incorrect option selected (1 point).

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Question 7

Sample Responses

Sample Response: 2 points

A list of events in the early 1900s is shown.

Identify which events led to the adoption of the 21st Amendment of the U.S. Constitution.

Click on the boxes you wish to select.

Circumstances Surrounding the 21st Amendment's Passage

Crime rates increased under Prohibition

The 18th Amendment failed to pass

World War II

The women's suffrage movement was successful

Federal income taxes were needed to fund military efforts

Difficulties enforcing the 18th Amendment arose

The Democratic Party successfully campaigned against Prohibition in 1932

Notes on Scoring

This response earns full credit (2 points) because it selects all three events that led to the adoption of the 21st Amendment.

Sample Response: 1 point

A list of events in the early 1900s is shown.

Identify which events led to the adoption of the 21st Amendment of the U.S. Constitution.

Click on the boxes you wish to select.

Circumstances Surrounding the 21st Amendment's Passage

Crime rates increased under Prohibition

The 18th Amendment failed to pass

World War II

The women's suffrage movement was successful

Federal income taxes were needed to fund military efforts

Difficulties enforcing the 18th Amendment arose

The Democratic Party successfully campaigned against Prohibition in 1932

Notes on Scoring

This response earns partial credit (1 point) because it selects only two of the three events that led to the adoption of the 21st Amendment.

Sample Response: 1 point

<p>A list of events in the early 1900s is shown.</p> <p>Identify which events led to the adoption of the 21st Amendment of the U.S. Constitution.</p> <p>Click on the boxes you wish to select.</p>	Circumstances Surrounding the 21st Amendment's Passage
	Crime rates increased under Prohibition
	The 18th Amendment failed to pass
	World War II
	The women's suffrage movement was successful
	Federal income taxes were needed to fund military efforts
	Difficulties enforcing the 18th Amendment arose
	The Democratic Party successfully campaigned against Prohibition in 1932

Notes on Scoring

This response earns partial credit (1 point) because even though it selects the three correct events that led to the adoption of the 21st Amendment, a fourth, incorrect option was selected. ("The women's suffrage...").

Sample Response: 0 points

A list of events in the early 1900s is shown.

Identify which events led to the adoption of the 21st Amendment of the U.S. Constitution.

Click on the boxes you wish to select.

Circumstances Surrounding the 21st Amendment's Passage

Crime rates increased under Prohibition

The 18th Amendment failed to pass

World War II

The women's suffrage movement was successful

Federal income taxes were needed to fund military efforts

Difficulties enforcing the 18th Amendment arose

The Democratic Party successfully campaigned against Prohibition in 1932

Notes on Scoring

This response earns partial credit (1 point) because even though it selects the three correct events that led to the adoption of the 21st Amendment, two incorrect options ("The women's suffrage..." and "Federal income taxes...") were also selected.

Sample Response: 0 points

A list of events in the early 1900s is shown.

Identify which events led to the adoption of the 21st Amendment of the U.S. Constitution.

Click on the boxes you wish to select.

Circumstances Surrounding the 21st Amendment's Passage

Crime rates increased under Prohibition

The 18th Amendment failed to pass

World War II

The women's suffrage movement was successful

Federal income taxes were needed to fund military efforts

Difficulties enforcing the 18th Amendment arose

The Democratic Party successfully campaigned against Prohibition in 1932

Notes on Scoring

This response earns no credit (0 points) because it selects only two of the events that led to the adoption of the 21st Amendment. The third selection ("Federal income taxes...") is incorrect.

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Question 8

Question and Scoring Guidelines

Question 8

Ohio's original constitution contained some provisions that created problems for the state. Ohio adopted a new constitution in 1851 to address some of these issues.

Identify the solutions to the problems caused by the original constitution.

Move the solution that matches each problem into the blank box next to the problem.

- You do not need to use all of the solutions.

Problems in Ohio's Original Constitution		Solutions in Ohio's 1851 Constitution
Most Ohio citizens lacked the power to influence who would hold key judicial and executive offices.	→	
The Ohio Supreme Court found it difficult to meet its obligations.	→	
Ohio was burdened with a significant amount of debt.	→	
Debt limitations were instituted and tax funds could only be used for their stated purpose.		The federal government purchased Ohio state bonds to assume a portion of the debt.
Major executive officials and all judges were chosen through referendums.		The U.S. Supreme Court accepted more Ohio cases to reduce caseload burdens.
		District courts were added to reduce caseload burdens.
		Major executive officials and all judges were to be elected by popular vote.

Points Possible: 2

Reporting Category: Historic Documents

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

Scoring Guidelines

For this item, a full-credit response includes:

- "Major executive...vote" at the top box;
AND
- "District courts...burdens" at the middle box;
AND
- "Debt limitations...purpose" at the bottom box (2 points).

For this item, a partial-credit response includes:

- Two solutions matched the correct problems (1 point).

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Question 8

Sample Responses

Sample Response: 2 points

Ohio's original constitution contained some provisions that created problems for the state. Ohio adopted a new constitution in 1851 to address some of these issues.

Identify the solutions to the problems caused by the original constitution.

Move the solution that matches each problem into the blank box next to the problem.

- You do not need to use all of the solutions.

Problems in Ohio's Original Constitution		Solutions in Ohio's 1851 Constitution	
Most Ohio citizens lacked the power to influence who would hold key judicial and executive offices.	→	Major executive officials and all judges were to be elected by popular vote.	
The Ohio Supreme Court found it difficult to meet its obligations.	→	District courts were added to reduce caseload burdens.	
Ohio was burdened with a significant amount of debt.	→	Debt limitations were instituted and tax funds could only be used for their stated purpose.	
		The federal government purchased Ohio state bonds to assume a portion of the debt.	
Major executive officials and all judges were chosen through referendums.		The U.S. Supreme Court accepted more Ohio cases to reduce caseload burdens.	

Notes on Scoring

This response earns full credit (2 points) because it correctly identifies all of the "Solutions" to the "Problems" caused by Ohio's original constitution.

Sample Response: 1 point

Ohio's original constitution contained some provisions that created problems for the state. Ohio adopted a new constitution in 1851 to address some of these issues.

Identify the solutions to the problems caused by the original constitution.

Move the solution that matches each problem into the blank box next to the problem.

- You do not need to use all of the solutions.

Problems in Ohio's Original Constitution		Solutions in Ohio's 1851 Constitution
Most Ohio citizens lacked the power to influence who would hold key judicial and executive offices.	→	Major executive officials and all judges were chosen through referendums.
The Ohio Supreme Court found it difficult to meet its obligations.	→	District courts were added to reduce caseload burdens.
Ohio was burdened with a significant amount of debt.	→	Debt limitations were instituted and tax funds could only be used for their stated purpose.
		The federal government purchased Ohio state bonds to assume a portion of the debt.
		The U.S. Supreme Court accepted more Ohio cases to reduce caseload burdens.
		Major executive officials and all judges were to be elected by popular vote.

Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies only two "Solutions" to the "Problems" caused by Ohio's original constitution.

"Major executive officials and all judges were chosen through referendums." is incorrect.

Sample Response: 1 point

Ohio's original constitution contained some provisions that created problems for the state. Ohio adopted a new constitution in 1851 to address some of these issues.

Identify the solutions to the problems caused by the original constitution.

Move the solution that matches each problem into the blank box next to the problem.

- You do not need to use all of the solutions.

Problems in Ohio's Original Constitution		Solutions in Ohio's 1851 Constitution	
Most Ohio citizens lacked the power to influence who would hold key judicial and executive offices.	→	Major executive officials and all judges were to be elected by popular vote.	
The Ohio Supreme Court found it difficult to meet its obligations.	→	The federal government purchased Ohio state bonds to assume a portion of the debt.	
Ohio was burdened with a significant amount of debt.	→	Debt limitations were instituted and tax funds could only be used for their stated purpose.	
			Major executive officials and all judges were chosen through referendums.
District courts were added to reduce caseload burdens.		The U.S. Supreme Court accepted more Ohio cases to reduce caseload burdens.	

Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies only two "Solutions" to the "Problems" caused by Ohio's original constitution. "The federal government purchased Ohio state bonds to assume a portion of the debt." is incorrect.

Sample Response: 0 points

Ohio's original constitution contained some provisions that created problems for the state. Ohio adopted a new constitution in 1851 to address some of these issues.

Identify the solutions to the problems caused by the original constitution.

Move the solution that matches each problem into the blank box next to the problem.

- You do not need to use all of the solutions.

Problems in Ohio's Original Constitution		Solutions in Ohio's 1851 Constitution	
Most Ohio citizens lacked the power to influence who would hold key judicial and executive offices.	→	Major executive officials and all judges were chosen through referendums.	
The Ohio Supreme Court found it difficult to meet its obligations.	→	The U.S. Supreme Court accepted more Ohio cases to reduce caseload burdens.	
Ohio was burdened with a significant amount of debt.	→	Debt limitations were instituted and tax funds could only be used for their stated purpose.	
		Major executive officials and all judges were to be elected by popular vote.	The federal government purchased Ohio state bonds to assume a portion of the debt.
		District courts were added to reduce caseload burdens.	

Notes on Scoring

This response earns no credit (0 points) because it correctly identifies only one of the "Solutions" to the "Problems" caused by Ohio's original constitution ("Debt limitations were instituted and tax funds could only be used for their stated purpose.").

Sample Response: 0 points

Ohio's original constitution contained some provisions that created problems for the state. Ohio adopted a new constitution in 1851 to address some of these issues.

Identify the solutions to the problems caused by the original constitution.

Move the solution that matches each problem into the blank box next to the problem.

- You do not need to use all of the solutions.

Problems in Ohio's Original Constitution		Solutions in Ohio's 1851 Constitution
Most Ohio citizens lacked the power to influence who would hold key judicial and executive offices.	→	Major executive officials and all judges were to be elected by popular vote.
The Ohio Supreme Court found it difficult to meet its obligations.	→	The U.S. Supreme Court accepted more Ohio cases to reduce caseload burdens.
Ohio was burdened with a significant amount of debt.	→	The federal government purchased Ohio state bonds to assume a portion of the debt.
		Debt limitations were instituted and tax funds could only be used for their stated purpose.
District courts were added to reduce caseload burdens.		Major executive officials and all judges were chosen through referendums.

Notes on Scoring

This response earns no credit (0 points) because it correctly identifies only one of the "Solutions" to the "Problems" caused by Ohio's original constitution ("Major executive officials and all judges were to be elected by popular vote.").

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Question 9

Question and Scoring Guidelines

Question 9

You want to persuade the government to establish stronger national pollution standards for reducing carbon in the atmosphere.

Which is the correct government body to contact to express your opinion and to bring about the outcome you favor?

- (A) your town's city council
- (B) Ohio General Assembly
- (C) U. S. Supreme Court
- (D) U.S. Congress

Points Possible: 1

Reporting Category: Ohio/Policy/Economy

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

Scoring Guidelines

Rationale for Option A: This is incorrect. The city council has no input into national pollution standards.

Rationale for Option B: This is incorrect. The Ohio General Assembly can only affect state pollution standards.

Rationale for Option C: This is incorrect. The U.S. Supreme Court would not be able to change national pollution standards.

Rationale for Option D: **Key** – The U.S. Congress has the power to enact new, tougher national pollution standards.

Sample Response: 1 point

You want to persuade the government to establish stronger national pollution standards for reducing carbon in the atmosphere.

Which is the correct government body to contact to express your opinion and to bring about the outcome you favor?

- (A) your town's city council
- (B) Ohio General Assembly
- (C) U. S. Supreme Court
- U.S. Congress

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Question 10

Question and Scoring Guidelines

Question 10

The 24th Amendment to the U.S. Constitution outlawed the use of poll taxes to prevent citizens from voting for federal office holders. This 1964 change continued what evolutionary development of the U.S. Constitution?

- (A) permitting women to run for public office
- (B) extending basic rights to more Americans
- (C) increasing the number of elected public officials
- (D) strengthening the role of political parties in choosing candidates

Points Possible: 1

Reporting Category: Historic Documents

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

Scoring Guidelines

Rationale for Option A: This is incorrect. The 24th Amendment continued the trend of extending basic rights to disenfranchised groups. This amendment was unrelated to the ability of women to run for public office.

Rationale for Option B: **Key** – The 24th Amendment, which outlawed the use of poll taxes, continued the trend of extending basic rights to groups of people in the United States who had been historically disenfranchised.

Rationale for Option C: This is incorrect. The 24th Amendment was unrelated to the number of public officials elected into office.

Rationale for Option D: This is incorrect. Neither the 24th Amendment nor any other constitutional amendment directly strengthened the role of political parties in choosing candidates that run for public office.

Sample Response: 1 point

The 24th Amendment to the U.S. Constitution outlawed the use of poll taxes to prevent citizens from voting for federal office holders. This 1964 change continued what evolutionary development of the U.S. Constitution?

- (A) permitting women to run for public office
- (B) extending basic rights to more Americans
- (C) increasing the number of elected public officials
- (D) strengthening the role of political parties in choosing candidates

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Question 11

Question and Scoring Guidelines

Question 11

Franklin D. Roosevelt's presidency directly led to a constitutional amendment concerning the executive branch.

Identify the amendment.

Then, describe how that amendment changed the rules regarding the executive branch.

Type your answer in the space provided.

B *I* U *I_x* ¶ ☰ ☱ ☲ ☳ ✂ 📄 🗑 ⬅ ➡ ABC Ω

Words 0/4000, # Chars 0/20000

Points Possible: 2

Reporting Category: Historic Documents

Content Statement: Five amendments have altered provisions for presidential election, terms and succession to address changing historical circumstances. (12)

Scoring Guidelines

Score Point

2 points

Description

The student correctly identifies the 22nd Amendment and correctly describes the two-term limit it created.

1 point

The student identifies the 22nd Amendment.

OR

The student describes the two-term limit.

0 points

The response does not meet the criteria required to earn one point. The response indicates inadequate or no understanding of the task and/or the idea or concept needed to answer the item. The response may provide an incorrect solution/response.

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Question 11

Sample Responses

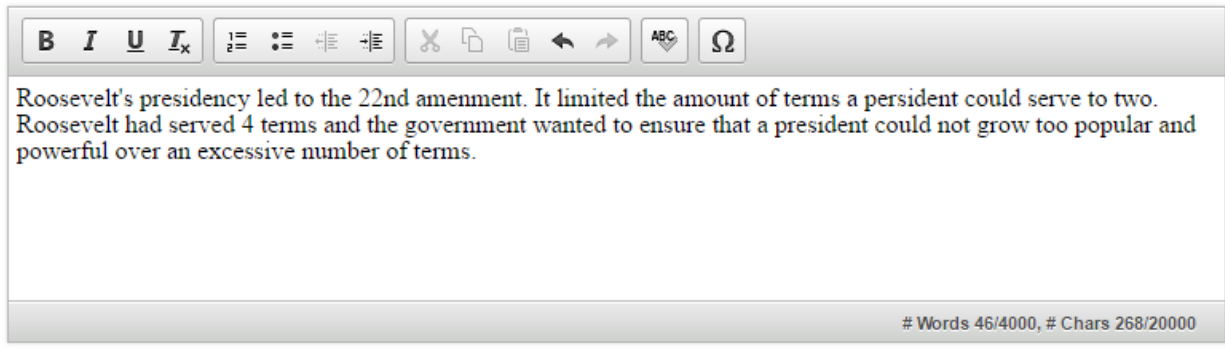
Sample Response: 2 points

Franklin D. Roosevelt's presidency directly led to a constitutional amendment concerning the executive branch.

Identify the amendment.

Then, describe how that amendment changed the rules regarding the executive branch.

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, spell check, and insert. Below the toolbar, the text reads: "Roosevelt's presidency led to the 22nd amenment. It limited the amount of terms a persident could serve to two. Roosevelt had served 4 terms and the government wanted to ensure that a president could not grow too popular and powerful over an excessive number of terms." At the bottom right of the editor, it says "# Words 46/4000, # Chars 268/20000".

Notes on Scoring

This response earns full credit (2 points) because it correctly identifies the 22nd Amendment ("Roosevelt's presidency led to the 22nd amendment") and correctly describes the two-term limit it created ("It limited the amount of terms a president could serve to two").

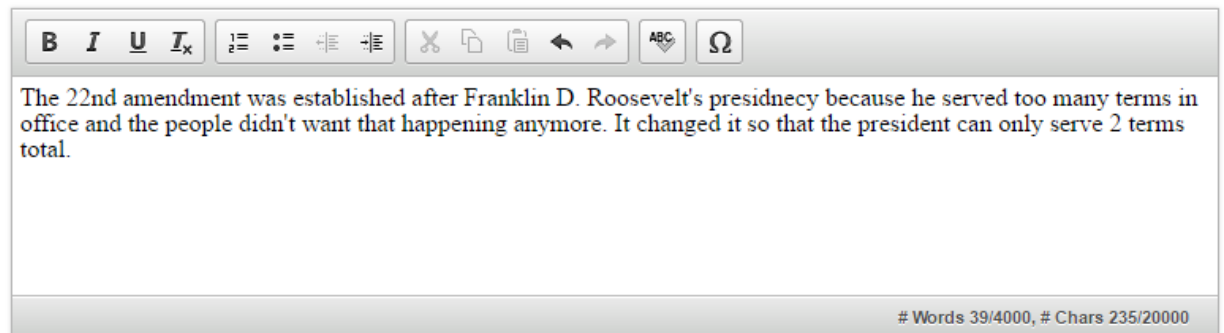
Sample Response: 2 points

Franklin D. Roosevelt's presidency directly led to a constitutional amendment concerning the executive branch.

Identify the amendment.

Then, describe how that amendment changed the rules regarding the executive branch.

Type your answer in the space provided.



The 22nd amendment was established after Franklin D. Roosevelt's presidency because he served too many terms in office and the people didn't want that happening anymore. It changed it so that the president can only serve 2 terms total.

Words 39/4000, # Chars 235/20000

Notes on Scoring

This response earns full credit (2 points) because it correctly identifies the 22nd Amendment ("The 22nd amendment was established after Franklin D Roosevelt's presidency") and correctly describes the two-term limit it created ("It changed it so that the president can only serve 2 terms total").

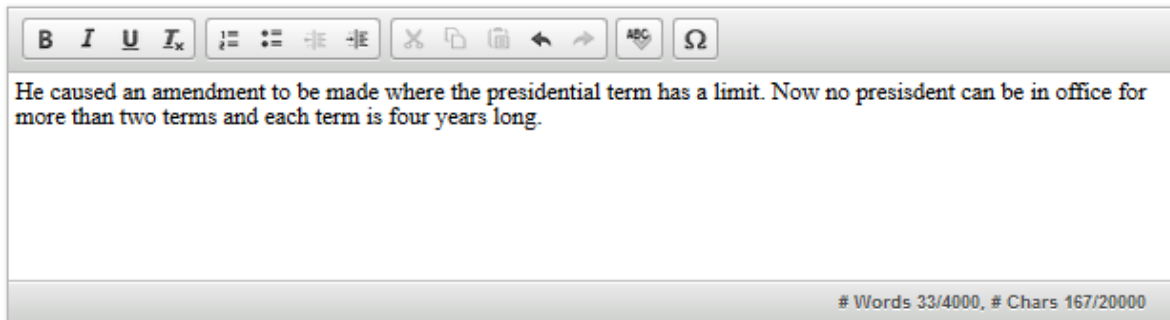
Sample Response: 2 points

Franklin D. Roosevelt's presidency directly led to a constitutional amendment concerning the executive branch.

Identify the amendment.

Then, describe how that amendment changed the rules regarding the executive branch.

Type your answer in the space provided.



The screenshot shows a text editor interface with a toolbar at the top containing icons for bold (B), italic (I), underline (U), strikethrough (I_x), bulleted list, numbered list, indent, outdent, undo, redo, link, unlink, ABC, and Ω. Below the toolbar, the text reads: "He caused an amendment to be made where the presidential term has a limit. Now no president can be in office for more than two terms and each term is four years long." At the bottom right of the editor, it displays "# Words 33/4000, # Chars 167/20000".

Notes on Scoring

This response earns full credit (2 points) because it correctly identifies the 22nd Amendment ("He caused an amendment to be made where the presidential term has a limit") and correctly describes the two-term limit it created ("Now no president can be in office for more than two terms"). This response identifies the amendment without noting its number.

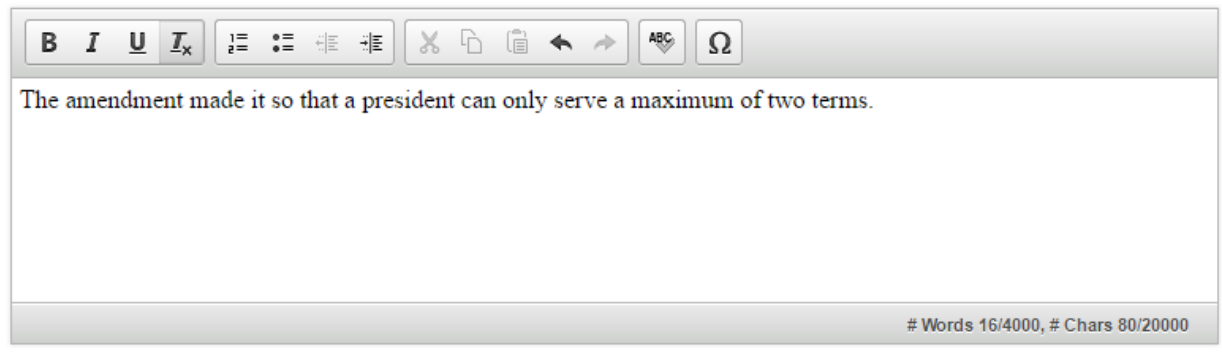
Sample Response: 1 point

Franklin D. Roosevelt's presidency directly led to a constitutional amendment concerning the executive branch.

Identify the amendment.

Then, describe how that amendment changed the rules regarding the executive branch.

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. The text area contains the response: "The amendment made it so that a president can only serve a maximum of two terms." At the bottom right of the text area, it says "# Words 16/4000, # Chars 80/20000".

Notes on Scoring

This response earns partial credit (1 point) because it correctly describes the two-term limit the 22nd Amendment created ("The amendment made it so that a president can only serve a maximum of two terms") without identifying the correct amendment.

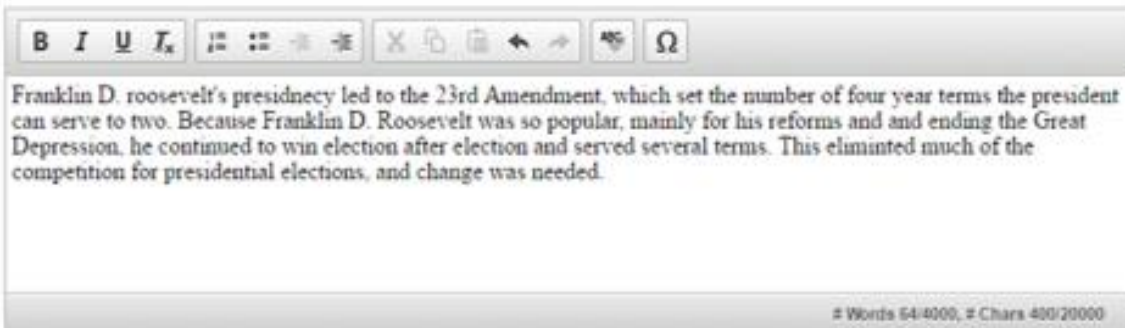
Sample Response: 1 point

Franklin D. Roosevelt's presidency directly led to a constitutional amendment concerning the executive branch.

Identify the amendment.

Then, describe how that amendment changed the rules regarding the executive branch.

Type your answer in the space provided.



The screenshot shows a text editor interface with a toolbar at the top containing icons for bold (B), italic (I), underline (U), strikethrough (ABC), bulleted list, numbered list, indent, outdent, link, unlink, undo, redo, spell check, and insert link. Below the toolbar, the text reads: "Franklin D. roosevelt's presidency led to the 23rd Amendment, which set the number of four year terms the president can serve to two. Because Franklin D. Roosevelt was so popular, mainly for his reforms and and ending the Great Depression, he continued to win election after election and served several terms. This eliminted much of the competition for presidential elections, and change was needed." At the bottom right of the editor, it says "# Words 64/4000, # Chars 400/20000".

Notes on Scoring

This response earns partial credit (1 point) because it correctly describes the two-term limit the 22nd Amendment created ("which set the number of four year terms the president can serve to two") without identifying the correct amendment.

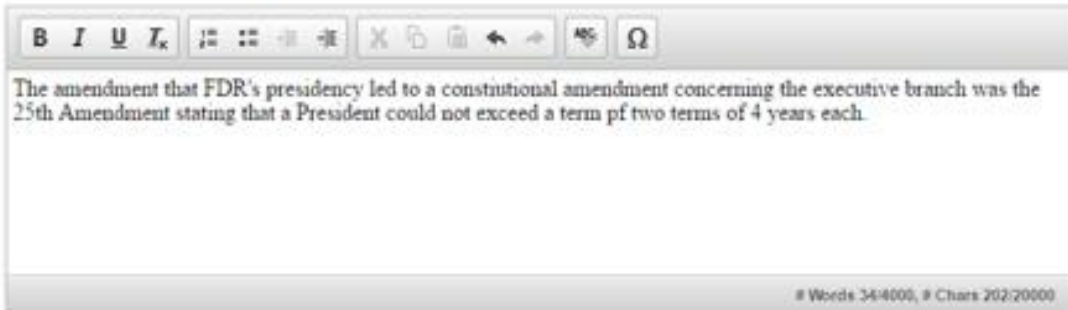
Sample Response: 1 point

Franklin D. Roosevelt's presidency directly led to a constitutional amendment concerning the executive branch.

Identify the amendment.

Then, describe how that amendment changed the rules regarding the executive branch.

Type your answer in the space provided.



The amendment that FDR's presidency led to a constitutional amendment concerning the executive branch was the 22nd Amendment stating that a President could not exceed a term pf two terms of 4 years each.

Words 34/4000, # Chars 202/20000

Notes on Scoring

This response earns partial credit (1 point) because it correctly describes the two-term limit the 22nd Amendment created ("stating that a President could not exceed a term pf two terms of 4 years each") without identifying the correct amendment.

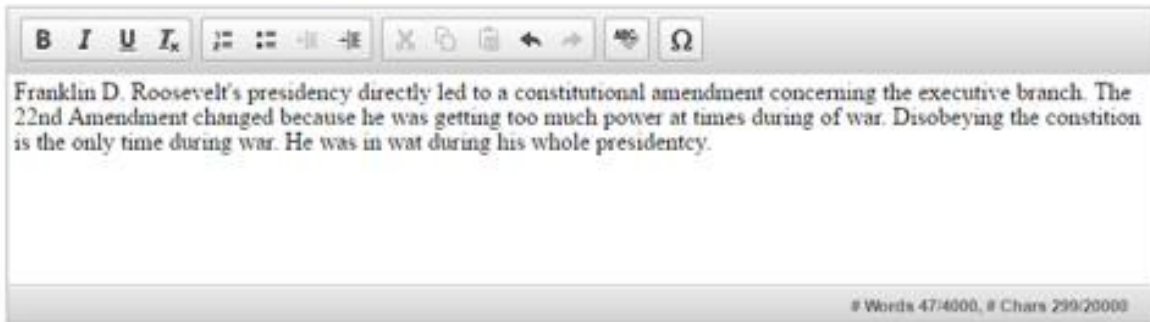
Sample Response: 1 point

Franklin D. Roosevelt's presidency directly led to a constitutional amendment concerning the executive branch.

Identify the amendment.

Then, describe how that amendment changed the rules regarding the executive branch.

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 search icon. Below the toolbar, the text reads: "Franklin D. Roosevelt's presidency directly led to a constitutional amendment concerning the executive branch. The 22nd Amendment changed because he was getting too much power at times during of war. Disobeying the constition is the only time during war. He was in wat during his whole presidency." At the bottom right of the editor, it says "# Words 47/4000, # Chars 299/20000".

Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies the amendment ("The 22nd Amendment") but incorrectly describes how the amendment changed the rules of the executive branch.

Sample Response: 0 points

Franklin D. Roosevelt's presidency directly led to a constitutional amendment concerning the executive branch.

Identify the amendment.

Then, describe how that amendment changed the rules regarding the executive branch.

Type your answer in the space provided.

The 15th amendment this amendment led to the executive branch becoming a more powerful branch than the judicial branch.

Words 15/4000, # Chars 120/20000

Notes on Scoring

This response earns no credit (0 points) because it incorrectly identifies the amendment and incorrectly describes how the amendment changed the rules of the executive branch.

Sample Response: 0 points

Franklin D. Roosevelt's presidency directly led to a constitutional amendment concerning the executive branch.

Identify the amendment.

Then, describe how that amendment changed the rules regarding the executive branch.

Type your answer in the space provided.

B *I* U ~~I_x~~ ABC Ω

1st Amendment

They sis not have as much power like they did before

Words 12/4000, # Chars 65/20000

Notes on Scoring

This response earns no credit (0 points) because it incorrectly identifies the amendment and incorrectly describes how the amendment changed the rules of the executive branch.

Sample Response: 0 points

Franklin D. Roosevelt's presidency directly led to a constitutional amendment concerning the executive branch.

Identify the amendment.

Then, describe how that amendment changed the rules regarding the executive branch.

Type your answer in the space provided.

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

Franklin D. Roosevelt's presidency directly led to the 17th amendment which changed the way senators were elected.

Words 17/4000, # Chars 114/20000

Notes on Scoring

This response earns no credit (0 points) because it incorrectly identifies the amendment and incorrectly describes how the amendment changed the rules of the executive branch.

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Question 12

Question and Scoring Guidelines

Question 12

A business group wants its city to finance construction of a new airport. The city commissioners and some citizens feel that a new airport will be too expensive and that the proposed site is too close to an old city neighborhood with many low-income residents. The business leaders supporting the new airport can take a number of different approaches to get it built.

Identify all four approaches that represent the democratic processes of compromise, consensus building, negotiation, and persuasion.

Click on the four approaches you want to select.

Try to replace the members of the city commission with officials who support the existing plan without changes.

Make a concession to their opponents by offering to build the airport in a different location in the city.

Hold neighborhood meetings to discuss how to address the concerns residents have about the new airport.

Buy homes in the neighborhood to force the residents to move away so that the airport faces less opposition.

Build the airport as proposed despite opposition.

Run commercials explaining how the cost of the airport will be offset by the economic benefits that it will bring.

Bring people on both sides of the issue together to try to settle their differences through discussion.

Points Possible: 2

Reporting Category: Principles and Structure

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

Scoring Guidelines

For this item, a full-credit response includes:

- “Make a concession to their opponents by offering to build the airport in a different location in the city.” selected;
AND
- “Hold neighborhood meetings to discuss how to address the concerns residents have about the new airport.” selected;
AND
- “Run commercials explaining how the cost of the airport will be offset by the economic benefits that it will bring.” selected;
AND
- “Bring people on both sides of the issue together to try to settle their differences through discussion.” selected (2 points).

For this item, a partial-credit response includes:

- Two or three correct approaches selected (1 point).

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Question 12

Sample Responses

Sample Response: 2 points

A business group wants its city to finance construction of a new airport. The city commissioners and some citizens feel that a new airport will be too expensive and that the proposed site is too close to an old city neighborhood with many low-income residents. The business leaders supporting the new airport can take a number of different approaches to get it built.

Identify all four approaches that represent the democratic processes of compromise, consensus building, negotiation, and persuasion.

Click on the four approaches you want to select.

Try to replace the members of the city commission with officials who support the existing plan without changes.

Make a concession to their opponents by offering to build the airport in a different location in the city.

Hold neighborhood meetings to discuss how to address the concerns residents have about the new airport.

Buy homes in the neighborhood to force the residents to move away so that the airport faces less opposition.

Build the airport as proposed despite opposition.

Run commercials explaining how the cost of the airport will be offset by the economic benefits that it will bring.

Bring people on both sides of the issue together to try to settle their differences through discussion.

Notes on Scoring

This response earns full credit (2 points) because it correctly identifies all four approaches.

Sample Response: 1 point

A business group wants its city to finance construction of a new airport. The city commissioners and some citizens feel that a new airport will be too expensive and that the proposed site is too close to an old city neighborhood with many low-income residents. The business leaders supporting the new airport can take a number of different approaches to get it built.

Identify all four approaches that represent the democratic processes of compromise, consensus building, negotiation, and persuasion.

Click on the four approaches you want to select.

Try to replace the members of the city commission with officials who support the existing plan without changes.

Make a concession to their opponents by offering to build the airport in a different location in the city.

Hold neighborhood meetings to discuss how to address the concerns residents have about the new airport.

Buy homes in the neighborhood to force the residents to move away so that the airport faces less opposition.

Build the airport as proposed despite opposition.

Run commercials explaining how the cost of the airport will be offset by the economic benefits that it will bring.

Bring people on both sides of the issue together to try to settle their differences through discussion.

Notes on Scoring

This response earns partial credit (1 point) because it identifies only two of the correct approaches.

Sample Response: 1 point

A business group wants its city to finance construction of a new airport. The city commissioners and some citizens feel that a new airport will be too expensive and that the proposed site is too close to an old city neighborhood with many low-income residents. The business leaders supporting the new airport can take a number of different approaches to get it built.

Identify all four approaches that represent the democratic processes of compromise, consensus building, negotiation, and persuasion.

Click on the four approaches you want to select.

Try to replace the members of the city commission with officials who support the existing plan without changes.

Make a concession to their opponents by offering to build the airport in a different location in the city.

Hold neighborhood meetings to discuss how to address the concerns residents have about the new airport.

Buy homes in the neighborhood to force the residents to move away so that the airport faces less opposition.

Build the airport as proposed despite opposition.

Run commercials explaining how the cost of the airport will be offset by the economic benefits that it will bring.

Bring people on both sides of the issue together to try to settle their differences through discussion.

Notes on Scoring

This response earns partial credit (1 point) because it identifies only three of the correct approaches.

Sample Response: 0 points

A business group wants its city to finance construction of a new airport. The city commissioners and some citizens feel that a new airport will be too expensive and that the proposed site is too close to an old city neighborhood with many low-income residents. The business leaders supporting the new airport can take a number of different approaches to get it built.

Identify all four approaches that represent the democratic processes of compromise, consensus building, negotiation, and persuasion.

Click on the four approaches you want to select.

Try to replace the members of the city commission with officials who support the existing plan without changes.

Make a concession to their opponents by offering to build the airport in a different location in the city.

Hold neighborhood meetings to discuss how to address the concerns residents have about the new airport.

Buy homes in the neighborhood to force the residents to move away so that the airport faces less opposition.

Build the airport as proposed despite opposition.

Run commercials explaining how the cost of the airport will be offset by the economic benefits that it will bring.

Bring people on both sides of the issue together to try to settle their differences through discussion.

Notes on Scoring

This response earns no credit (0 points) because it identifies only one of the correct approaches (“Hold neighborhood meetings...”).

Sample Response: 0 points

A business group wants its city to finance construction of a new airport. The city commissioners and some citizens feel that a new airport will be too expensive and that the proposed site is too close to an old city neighborhood with many low-income residents. The business leaders supporting the new airport can take a number of different approaches to get it built.

Identify all four approaches that represent the democratic processes of compromise, consensus building, negotiation, and persuasion.

Click on the four approaches you want to select.

Try to replace the members of the city commission with officials who support the existing plan without changes.

Make a concession to their opponents by offering to build the airport in a different location in the city.

Hold neighborhood meetings to discuss how to address the concerns residents have about the new airport.

Buy homes in the neighborhood to force the residents to move away so that the airport faces less opposition.

Build the airport as proposed despite opposition.

Run commercials explaining how the cost of the airport will be offset by the economic benefits that it will bring.

Bring people on both sides of the issue together to try to settle their differences through discussion.

Notes on Scoring

This response earns no credit (0 points) because it identifies only one of the correct approaches (“Bring people on both sides of the issue together...”).

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Stimulus for Questions 13 – 15

Stimulus for Questions 13 – 15

Oregon v. Mitchell

This set of questions is designed to test your ability to work with historical sources. The language used in any source reflects the historical context of the time in which it was produced.

In 1970, Congress reauthorized and amended the Voting Rights Act of 1965. Section 301 of the Voting Rights Amendments of 1970 prevents the denial of voting rights to citizens 18 years of age or older. This section was added in response to 18 year-old citizens' responsibility to register for the draft and their participation in the Vietnam War.

The State of Oregon did not wish to lower its voting age to 18 and claimed that this section of the law was unconstitutional. Oregon filed suit and the Supreme Court ruled in its favor. Justice Hugo Black delivered the Court's majority opinion. An excerpt from this opinion is shown.

Excerpt from Majority Opinion in Oregon v. Mitchell

[T]he Constitution allotted to the States the power to make laws regarding national elections, but provided that, if Congress became dissatisfied with the state laws, Congress could alter them. A newly created national government could hardly have been expected to survive without the ultimate power to rule itself and to fill its offices under its own laws. The Voting Rights Act Amendments of 1970, now before this Court, evidence dissatisfaction of Congress with the voting age set by many of the States for national elections. I would hold, as have a long line of decisions in this Court, that Congress has ultimate supervisory power over congressional elections. Similarly, it is the prerogative of Congress to oversee the conduct of presidential and vice-presidential elections and to set the qualifications for voters for electors for those offices.

On the other hand, the Constitution was also intended to preserve to the States the power that even the Colonies had to establish and maintain their own separate and independent governments, except insofar as the Constitution itself commands otherwise. ... No function is more essential to the separate and independent existence of the States and their governments than the power to determine, within the limits of the Constitution, the qualifications of their own voters for state, county, and municipal offices. ... It is obvious that the whole Constitution reserves to the States the power to set voter qualifications in state and local elections, except to the limited extent that the people, through constitutional amendments, have specifically narrowed the powers of the States.

Of course, the original design of the Founding Fathers was altered by the Civil War Amendments and various other amendments to the Constitution. The Thirteenth, Fourteenth, Fifteenth, and Nineteenth Amendments have expressly authorized Congress to "enforce" the limited prohibitions of those amendments by "appropriate legislation."

Above all else, the framers of the Civil War Amendments intended to deny to the States the power to discriminate against persons on account of their race.

In enacting the 18-year-old vote provisions of the Act now before the Court, Congress made no legislative findings that the 21-year-old vote requirement was used by the States to disenfranchise voters on account of race. I seriously doubt that such a finding, if made, could be supported by substantial evidence. Since Congress has attempted to invade an area preserved to the States by the Constitution without a foundation for enforcing the Civil War Amendments' ban on racial discrimination, I would hold that Congress has exceeded its powers in attempting to lower the voting age in state and local elections. On the other hand, where Congress legislates in a domain not exclusively reserved by the Constitution to the States, its enforcement power need not be tied so closely to the goal of eliminating discrimination on account of race.

"Majority Opinion in Oregon v. Mitchell" by the United States Supreme Court. In the public domain.

American Government
Spring 2017 Item Release

Question 13

Question and Scoring Guidelines

Question 13

Select the portion of the excerpt from the Supreme Court’s majority opinion in its ruling on *Oregon v. Mitchell* that reflects the principle of limited government.

***Excerpt from the Supreme Court’s majority opinion in
Oregon v. Mitchell***

In enacting the 18-year-old vote provisions of the Act now before the Court, Congress made no legislative findings that the 21-year-old vote requirement was used by the States to disenfranchise voters on account of race. I seriously doubt that such a finding, if made, could be supported by substantial evidence. Since Congress has attempted to invade an area preserved to the States by the Constitution without a foundation for enforcing the Civil War Amendments’ ban on racial discrimination, I would hold that Congress has exceeded its powers in attempting to lower the voting age in state and local elections. On the other hand, where Congress legislates in a domain not exclusively reserved by the Constitution to the States, its enforcement power need not be tied so closely to the goal of eliminating discrimination on account of race.

Points Possible: 1

Reporting Category: Skills and Documents

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

Scoring Guidelines

For this item, a full-credit response includes:

- “Since Congress has attempted to invade an area preserved to the States by the Constitution without a foundation for enforcing the Civil War Amendments’ ban on racial discrimination, I would hold that Congress has exceeded its powers in attempting to lower the voting age in state and local elections.” (Tag #3) selected (1 point).

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Question 13

Sample Responses

Sample Response: 1 point

Select the portion of the excerpt from the Supreme Court's majority opinion in its ruling on *Oregon v. Mitchell* that reflects the principle of limited government.

***Excerpt from the Supreme Court's majority opinion in
Oregon v. Mitchell***

In enacting the 18-year-old vote provisions of the Act now before the Court, Congress made no legislative findings that the 21-year-old vote requirement was used by the States to disenfranchise voters on account of race. I seriously doubt that such a finding, if made, could be supported by substantial evidence. Since Congress has attempted to invade an area preserved to the States by the Constitution without a foundation for enforcing the Civil War Amendments' ban on racial discrimination, I would hold that Congress has exceeded its powers in attempting to lower the voting age in state and local elections. On the other hand, where Congress legislates in a domain not exclusively reserved by the Constitution to the States, its enforcement power need not be tied so closely to the goal of eliminating discrimination on account of race.

Notes on Scoring

This response earns full credit (1 point) because it correctly selects the portion of the excerpt that reflects the principle of limited government.

Sample Response: 0 points

***Excerpt from the Supreme Court's majority opinion in
Oregon v. Mitchell***

In enacting the 18-year-old vote provisions of the Act now before the Court, Congress made no legislative findings that the 21-year-old vote requirement was used by the States to disenfranchise voters on account of race. I seriously doubt that such a finding, if made, could be supported by substantial evidence. Since Congress has attempted to invade an area preserved to the States by the Constitution without a foundation for enforcing the Civil War Amendments' ban on racial discrimination, I would hold that Congress has exceeded its powers in attempting to lower the voting age in state and local elections. On the other hand, where Congress legislates in a domain not exclusively reserved by the Constitution to the States, its enforcement power need not be tied so closely to the goal of eliminating discrimination on account of race.

Notes on Scoring

This response earns no credit (0 points) because it does not correctly select the portion of the excerpt that reflects the principle of limited government.

Sample Response: 0 points

***Excerpt from the Supreme Court's majority opinion in
Oregon v. Mitchell***

In enacting the 18-year-old vote provisions of the Act now before the Court, Congress made no legislative findings that the 21-year-old vote requirement was used by the States to disenfranchise voters on account of race. I seriously doubt that such a finding, if made, could be supported by substantial evidence. Since Congress has attempted to invade an area preserved to the States by the Constitution without a foundation for enforcing the Civil War Amendments' ban on racial discrimination, I would hold that Congress has exceeded its powers in attempting to lower the voting age in state and local elections. On the other hand, where Congress legislates in a domain not exclusively reserved by the Constitution to the States, its enforcement power need not be tied so closely to the goal of eliminating discrimination on account of race.

Notes on Scoring

This response earns no credit (0 points) because it does not correctly select the portion of the excerpt that reflects the principle of limited government.

American Government
Spring 2017 Item Release

Question 14

Question and Scoring Guidelines

Question 14

Explain how the Supreme Court's ruling in *Oregon v. Mitchell* illustrates the constitutional principle of checks and balances.

Type your answer in the space provided.

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Words 0/4000, # Chars 0/20000

Points Possible: 2

Reporting Category: Skills and Documents

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

Scoring Guidelines

<u>Score Point</u>	<u>Description</u>
2 points	The response includes a complete explanation of how the Supreme Court's ruling in <i>Oregon v. Mitchell</i> illustrates the constitutional principle of checks and balances.
1 point	The response includes a partial explanation of how the Supreme Court's ruling in <i>Oregon v. Mitchell</i> illustrates the constitutional principle of checks and balances.
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."

**American Government
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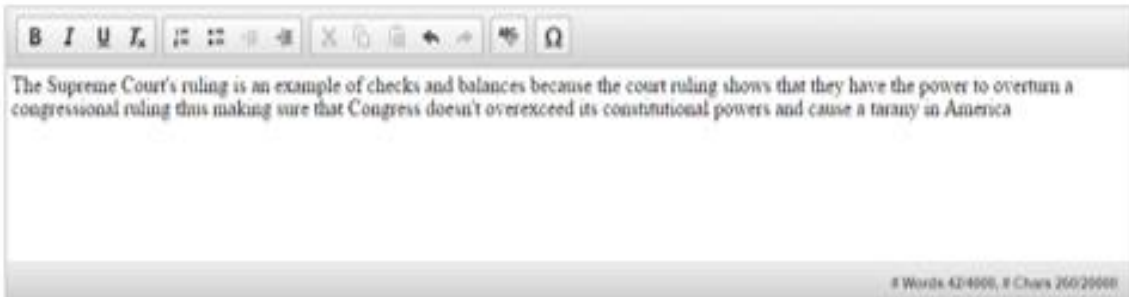
Question 14

Sample Responses

Sample Response: 2 points

Explain how the Supreme Court's ruling in *Oregon v. Mitchell* illustrates the constitutional principle of checks and balances.

Type your answer in the space provided.



The screenshot shows a text entry interface with a toolbar at the top containing icons for bold, italic, underline, strikethrough, bulleted list, numbered list, indent, outdent, link, unlink, undo, redo, and a search icon. Below the toolbar, the text "The Supreme Court's ruling is an example of checks and balances because the court ruling shows that they have the power to overturn a congressional ruling thus making sure that Congress doesn't overexceed its constitutional powers and cause a tarany in America" is entered. At the bottom right of the text area, it says "8 Words 424968, 8 Chars 2602000".

Notes on Scoring

This response earns full credit (2 points) because it includes a complete explanation of how the Supreme Court's ruling in *Oregon v. Mitchell* illustrates the constitutional principle of checks and balances ("...the court ruling shows that they have the power to overturn a congressional ruling thus making sure that Congress doesn't overexceed its constitutional powers...").

Sample Response: 2 points

Explain how the Supreme Court's ruling in *Oregon v. Mitchell* illustrates the constitutional principle of checks and balances.

Type your answer in the space provided.



The screenshot shows a text entry interface with a toolbar at the top containing icons for bold (B), italic (I), underline (U), strikethrough (ABC), bulleted list, numbered list, indent, outdent, link, unlink, undo, redo, and a search icon. Below the toolbar, the text reads: "The Supreme court thought that the legislative branch was using too much power. Using checks and balances, they deemed congress' actions unconstitutional and ruled in favor of Oregon. This means that congress can no longer pass the bill because it encroached on straying too far from the limited power they are tols to keep in check." At the bottom right of the text area, it says "2 Words 55/4000, 2 Chars 333/20000".

Notes on Scoring

This response earns full credit (2 points) because it includes a complete explanation of how the Supreme Court's ruling in *Oregon v. Mitchell* illustrates the constitutional principle of checks and balances ("The Supreme court thought that the legislative branch was using too much power. Using checks and balances, they deemed congress' actions unconstitutional and ruled in favor of Oregon. This means that congress can no longer pass the bill because it encroached on straying too far from the limited power they are tols to keep in check.").

Sample Response: 2 points

Explain how the Supreme Court's ruling in *Oregon v. Mitchell* illustrates the constitutional principle of checks and balances.

Type your answer in the space provided.



The screenshot shows a text entry interface. At the top is a toolbar with icons for bold (B), italic (I), underline (U), strikethrough (ABC), bulleted list, numbered list, link, unlink, undo, redo, and a search icon. Below the toolbar is a text area containing the following text: "Checks and balances prevent one government from becoming too powerful. In this case, congress was trying to make new regulations for the state of Oregon to tell them what to do however the Supreme Court manages to get involved, and ruled that what congress was attempting to do was unconstitutional." At the bottom right of the text area, it says "# Words 50/4000, # Chars 279/20000".

Notes on Scoring

This response earns full credit (2 points) because it includes a complete explanation of how the Supreme Court's ruling in *Oregon v. Mitchell* illustrates the constitutional principle of checks and balances ("...congress was trying to make new regulations for the state of Oregon to tell them what to do however the Supreme Court manages to get involved, and ruled that what congress was attempting to do was unconstitutional.").

Sample Response: 1 point

Explain how the Supreme Court's ruling in *Oregon v. Mitchell* illustrates the constitutional principle of checks and balances.

Type your answer in the space provided.



The screenshot shows a text input field with a rich text editor toolbar at the top. The toolbar includes icons for bold (B), italic (I), underline (U), strikethrough (ABC), bulleted list, numbered list, indent, outdent, link, unlink, undo, redo, and help (Ω). Below the toolbar, the text "Congress tried to lower the voting age, but the supreme court overruled it." is entered into the text area. At the bottom right of the text area, there is a small status bar that reads "# Words 13/4000, # Chars 76/20000".

Notes on Scoring

This response earns partial credit (1 point) because it includes a partial explanation of how the Supreme Court's ruling in *Oregon v. Mitchell* illustrates the constitutional principle of checks and balances ("Congress tried to lower the voting age, but the supreme court overruled it.").

Sample Response: 1 point

Explain how the Supreme Court's ruling in *Oregon v. Mitchell* illustrates the constitutional principle of checks and balances.

Type your answer in the space provided.



The screenshot shows a text entry interface with a toolbar at the top containing icons for bold, italic, underline, strikethrough, bulleted list, numbered list, indent, outdent, link, unlink, undo, redo, and search. Below the toolbar, the text "The Supreme Court's ruling in Oregon v Mitchell illustrate the constitutional principle of checks and balances by showing that the Supreme Court ruled in favor of Oregon's law suit against Congress." is entered. At the bottom right of the text area, a status bar displays "# Words 31/4000, # Chars 198/20000".

Notes on Scoring

This response earns partial credit (1 point) because it includes a partial explanation of how the Supreme Court's ruling in *Oregon v. Mitchell* illustrates the constitutional principle of checks and balances ("...the Supreme Court ruled in favor of Oregon's law suit against Congress").

Sample Response: 1 point

Explain how the Supreme Court's ruling in *Oregon v. Mitchell* illustrates the constitutional principle of checks and balances.

Type your answer in the space provided.



The screenshot shows a text entry interface. At the top is a toolbar with icons for bold (B), italic (I), underline (U), strikethrough (ABC), bulleted list, numbered list, indent, outdent, link, unlink, undo, redo, and a search icon. Below the toolbar, the text "The case illustrate this by the Judicial Branch to check on the Legislative Branch so the had balance." is entered. At the bottom right of the text area, it says "0 Words 18/4000, 0 Chars 102/20000".

Notes on Scoring

This response earns partial credit (1 point) because it includes a partial explanation of how the Supreme Court's ruling in *Oregon v. Mitchell* illustrates the constitutional principle of checks and balances ("...Judicial Branch to check on the Legislative Branch...").

Sample Response: 1 point

Explain how the Supreme Court's ruling in *Oregon v. Mitchell* illustrates the constitutional principle of checks and balances.

Type your answer in the space provided.



The screenshot shows a text entry interface with a toolbar at the top containing icons for bold, italic, underline, strikethrough, bulleted list, numbered list, indent, outdent, link, unlink, undo, redo, and search. Below the toolbar, the text "The ruling in Oregon v. Mitchell illustrate the constitutional principle of checks and balances because it is an example of the Supreme Court limiting Congress, by way of common law" is entered. At the bottom right of the text area, it says "# Words 50/400, # Chars 183/2000".

Notes on Scoring

This response earns partial credit (1 point) because it includes a partial explanation of how the Supreme Court's ruling in *Oregon v. Mitchell* illustrates the constitutional principle of checks and balances ("...principle of checks and balances because it is an example of the Supreme Court limiting Congress...").

Sample Response: 0 points

Explain how the Supreme Court's ruling in *Oregon v. Mitchell* illustrates the constitutional principle of checks and balances.

Type your answer in the space provided.



The screenshot shows a text entry interface. At the top is a toolbar with icons for bold (B), italic (I), underline (U), strikethrough (ABC), bulleted list, numbered list, indent, outdent, link, unlink, undo, redo, and a search icon. Below the toolbar is a text area containing the response: "It illustrates the principle of checks and balances by 'checking' the power of the government stating whether or not they had the power to do that." At the bottom right of the text area, there is a small status bar that reads "8 Words 254988, 8 Chars 1472088".

Notes on Scoring

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

Sample Response: 0 points

Explain how the Supreme Court's ruling in *Oregon v. Mitchell* illustrates the constitutional principle of checks and balances.

Type your answer in the space provided.



A screenshot of a text entry interface. At the top is a toolbar with icons for bold (B), italic (I), underline (U), strikethrough (ABC), bulleted list, numbered list, indent, outdent, link, unlink, undo, redo, and a globe icon. Below the toolbar is a text area containing the sentence: "It shows that the States cannot make many decisions without congress's approval which is a form of checks and balances." At the bottom right of the text area, there is a small status bar that reads "8 Words 254888, 8 Chars 1152000".

Notes on Scoring

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

Sample Response: 0 points

Explain how the Supreme Court's ruling in *Oregon v. Mitchell* illustrates the constitutional principle of checks and balances.

Type your answer in the space provided.



The screenshot shows a text entry interface. At the top is a toolbar with icons for bold (B), italic (I), underline (U), strikethrough (ABC), bulleted list, numbered list, indent, outdent, link, unlink, undo, redo, and a search icon. Below the toolbar is a text area containing the following text: "The national government and state government had to be balanced to be sure there was equal power. Oregon could not overpower the Amendment." At the bottom right of the text area, there is a small status bar that reads "8 Words 254000, 9 Char 1382000".

Notes on Scoring

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

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Question 15

Question and Scoring Guidelines

Question 15

Justice Black's majority opinion in *Oregon v. Mitchell* invokes three basic principles of constitutional government in the United States:

- Limited government
- Federalism
- Popular sovereignty.

Choose **two** of these principles. Explain how the Supreme Court's decision in *Oregon v. Mitchell* clarifies the way each of these two principles is applied. Be sure to cite evidence from the opinion in your explanation.

Type your answer in the space provided.

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Words 0/4000, # Chars 0/20000

Points Possible: 4

Reporting Category: Skills and Documents

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

Scoring Guidelines

<u>Score Point</u>	<u>Description</u>
4 points	The response includes two complete explanations of how the Supreme Court's decision in <i>Oregon v. Mitchell</i> clarifies the application of basic principles of government. A complete explanation includes a description of how one of the principles was clarified AND cites evidence from the opinion.
3 points	The response includes one complete explanation and one partial explanation of how the Supreme Court's decision in <i>Oregon v. Mitchell</i> clarifies the application of basic principles of government. A partial explanation includes a description of how one of the principles was clarified OR cites evidence from the opinion.
2 points	The response includes one complete explanation of how the Supreme Court's decision in <i>Oregon v. Mitchell</i> clarifies the application of a basic principle of government. OR The response includes two partial explanations of how the Supreme Court's decision in <i>Oregon v. Mitchell</i> clarifies the application of basic principles of government.
1 point	The response includes one partial explanation of how the Supreme Court's decision in <i>Oregon v. Mitchell</i> clarifies the application of a basic principle of government.
0 points	The response does not meet the criteria required to earn one point. The response indicates inadequate or no understanding of the task and/or the idea or concept needed to answer the item. It may only repeat information given in the test item. The response may provide an incorrect solution/response and the provided supportive information may be 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."

American Government
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Question 15

Sample Responses

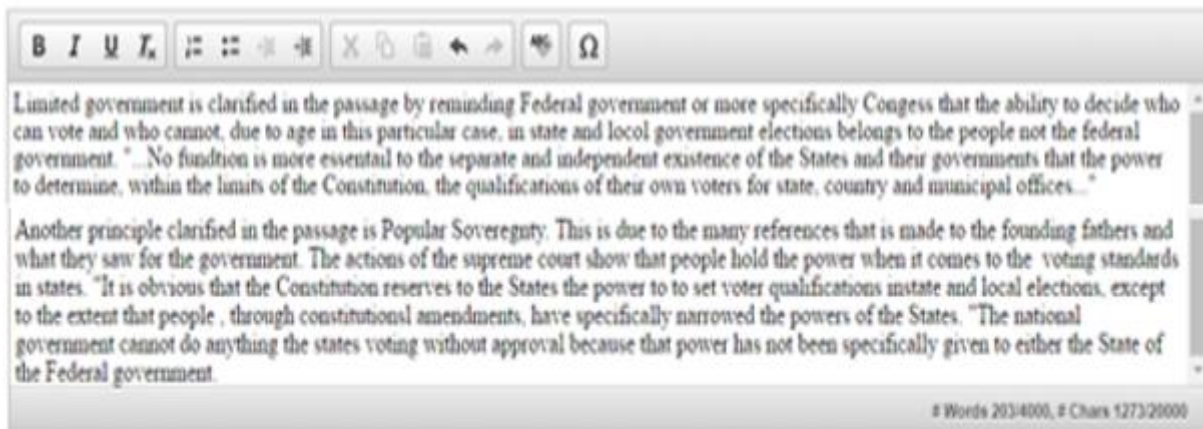
Sample Response: 4 points

Justice Black's majority opinion in *Oregon v. Mitchell* invokes three basic principles of constitutional government in the United States:

- Limited government
- Federalism
- Popular sovereignty.

Choose two of these principles. Explain how the Supreme Court's decision in *Oregon v. Mitchell* clarifies the way each of these two principles is applied. Be sure to cite evidence from the opinion in your explanation.

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, link, unlink, redo, undo, and a search icon. The text area contains the following response:

Limited government is clarified in the passage by reminding Federal government or more specifically Congress that the ability to decide who can vote and who cannot, due to age in this particular case, in state and local government elections belongs to the people not the federal government. "...No function is more essential to the separate and independent existence of the States and their governments that the power to determine, within the limits of the Constitution, the qualifications of their own voters for state, county and municipal offices..."

Another principle clarified in the passage is Popular Sovereignty. This is due to the many references that is made to the founding fathers and what they saw for the government. The actions of the supreme court show that people hold the power when it comes to the voting standards in states. "It is obvious that the Constitution reserves to the States the power to set voter qualifications in state and local elections, except to the extent that people, through constitutional amendments, have specifically narrowed the powers of the States." "The national government cannot do anything the states voting without approval because that power has not been specifically given to either the State of the Federal government."

Words 203/4000, # Chars 1273/20000

Notes on Scoring

This response earns full credit (4 points) because it provides complete explanations of how the Supreme Court's decision in *Oregon v. Mitchell* clarifies the application of limited government ("Limited Government is clarified in the passage by reminding Federal government or more specifically Congress that the ability to decide who can vote and who cannot, due to age in this particular case, in state and local government elections belongs to the people not the federal government. 'No function is more essential to the separate and independent existence of the States and their governments that the power to determine, within the limits of the Constitution, the qualifications of their own voters for state, country, and municipal offices...'") and popular sovereignty ("...Popular Sovereignty...The actions of the supreme court show that the people hold the power when it comes to the voting standards in states. 'It is obvious that the whole Constitution reserves to the States the power to set voter qualifications in state and local elections, except to the limited extent that the people, through constitutional amendments, have specifically narrowed the powers of the States.'").

Sample Response: 4 points

Justice Black's majority opinion in *Oregon v. Mitchell* invokes three basic principles of constitutional government in the United States:

- Limited government
- Federalism
- Popular sovereignty.

Choose **two** of these principles. Explain how the Supreme Court's decision in *Oregon v. Mitchell* clarifies the way each of these two principles is applied. Be sure to cite evidence from the opinion in your explanation.

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, link, unlink, undo, redo, and a search icon. Below the toolbar, there are two paragraphs of text. The first paragraph discusses limited government, and the second paragraph discusses federalism. At the bottom right of the text area, there is a status bar that reads "# Words 172/4000, # Chars 1138/20000".

The Supreme Court's decision in *Oregon v. Mitchell* clarifies the way limited government is applied. Justice Black ruled that the constitution had overstepped its powers. The purpose of the constitution was to protect the states rights and to protect from an all controlling central government. Justice Black claimed that Congree had "attempted to invade an area perserved to the States by the Constitution." Limited government was clarifies in *Oregon v. Mitchell* because Justice Black specified when congress had overstepped and limited the States' right be clarifies what was encroaching on the States' rights.

Federalism is defined as shared powers between the Constitution and the State government. The case of *Oreagaon v. Mitchell* is a prime example of federalism and Justice Black's ruling clarifies what line between State and Federal government is. Justice Black clearly states that Congress has crossed its boundaries and encroached on the rights of state governments. The Supreme Court ruled that "Congress has exceeded its powers", which clearly defines and reinforces the idea of federalism, or shared powers between governments.

Words 172/4000, # Chars 1138/20000

Notes on Scoring

This response earns full credit (4 points) because it provides complete explanations of how the Supreme Court's decision in *Oregon v. Mitchell* clarifies the application of limited government ("...limited government...Justice Black ruled that the constitution had overstepped its powers. The purpose of the constitution was to protect the states rights and to protect from an all controlling central government. Justice Black claimed that Congree had 'attempted to invade an area perserved to the States by the Constitution.'") and federalism ("Federalism is defined as shared powers between the Constitution and the State government...Justice Black clearly states that Congress has crossed its boundaries and encroached on the rights of state governments. The Supreme Court ruled that 'Congress has exceeded its powers', which clearly defines and reinforces the idea of federalism, or shared powers between governments.").

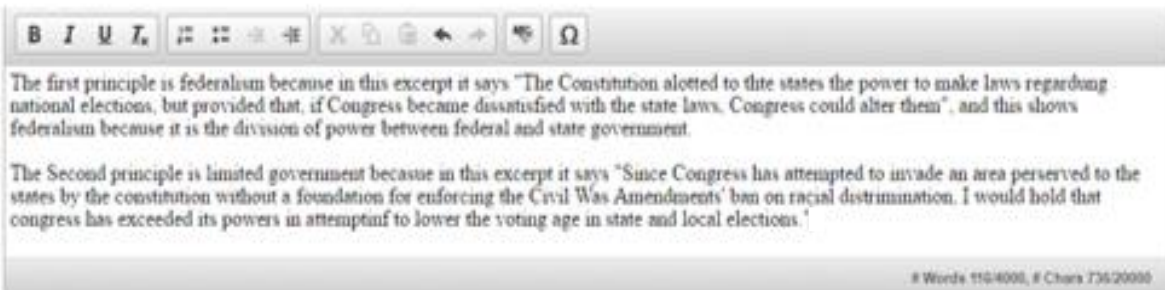
Sample Response: 3 points

Justice Black's majority opinion in *Oregon v. Mitchell* invokes three basic principles of constitutional government in the United States:

- Limited government
- Federalism
- Popular sovereignty.

Choose **two** of these principles. Explain how the Supreme Court's decision in *Oregon v. Mitchell* clarifies the way each of these two principles is applied. Be sure to cite evidence from the opinion in your explanation.

Type your answer in the space provided.



The first principle is federalism because in this excerpt it says "The Constitution allotted to the states the power to make laws regarding national elections, but provided that, if Congress became dissatisfied with the state laws, Congress could alter them", and this shows federalism because it is the division of power between federal and state government.

The Second principle is limited government because in this excerpt it says "Since Congress has attempted to invade an area preserved to the states by the constitution without a foundation for enforcing the Civil War Amendments' ban on racial discrimination, I would hold that congress has exceeded its powers in attemptinf to lower the voting age in state and local elections."

8 Words 116/4000, 8 Chars 736/20000

Notes on Scoring

This response earns partial credit (3 points) because it provides a complete explanation of how the Supreme Court's decision in *Oregon v. Mitchell* clarifies the application of federalism ("...federalism because in this excerpt it says, 'The Constitution allotted to the states the power to make laws regarding national elections, but provided that, if Congress became dissatisfied with the state laws, Congress could alter them', and this shows federalism because it is the division of power between federal and state government.") and provides a partial explanation of limited government ("...limited government because in this excerpt it says 'Since Congress has attempted to invade an area preserved to the states by the constitution without a foundation for enforcing the Civil War Amendments' ban on racial discrimination, I would hold that congress has exceeded its powers in attemptinf to lower the voting age in state and local elections.'").

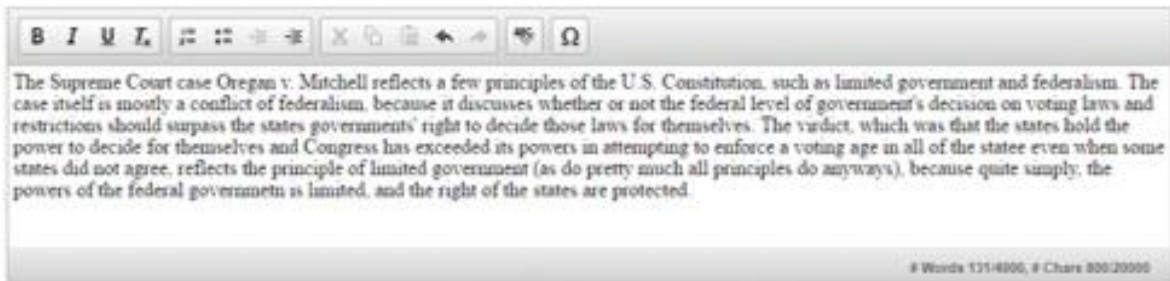
Sample Response: 2 points

Justice Black's majority opinion in *Oregon v. Mitchell* invokes three basic principles of constitutional government in the United States:

- Limited government
- Federalism
- Popular sovereignty.

Choose **two** of these principles. Explain how the Supreme Court's decision in *Oregon v. Mitchell* clarifies the way each of these two principles is applied. Be sure to cite evidence from the opinion in your explanation.

Type your answer in the space provided.



The screenshot shows a text entry area with a toolbar at the top containing icons for bold, italic, underline, strikethrough, bulleted list, numbered list, indent, outdent, link, unlink, undo, redo, and a search icon. Below the toolbar is a text area containing the following sample response:

The Supreme Court case *Oregon v. Mitchell* reflects a few principles of the U.S. Constitution, such as limited government and federalism. The case itself is mostly a conflict of federalism, because it discusses whether or not the federal level of government's decision on voting laws and restrictions should surpass the states governments' right to decide those laws for themselves. The verdict, which was that the states hold the power to decide for themselves and Congress has exceeded its powers in attempting to enforce a voting age in all of the statee even when some states did not agree, reflects the principle of limited government (as do pretty much all principles do anyways), because quite simply, the powers of the federal governmetn is limited, and the right of the states are protected.

At the bottom right of the text area, it says: # Words 131/4000, # Chars 300/20000

Notes on Scoring

This response earns partial credit (2 points) because it provides a partial explanation of how the Supreme Court's decision in *Oregon v. Mitchell* clarifies the application of federalism ("federalism, because it discusses whether or not the federal level of government's decision on voting laws and restrictions should surpass the state governments' right to decide those laws for themselves.") and a partial explanation of limited government ("The verdict, which was that the states hold the power to decide for themselves and Congress has exceeded its powers in attempting to enforce a voting age in all of the statee even when some states did not agree, reflects the principle of limited government...because quite simply, the power of the federal governmetn is limited, and the rights of the states are protected.").

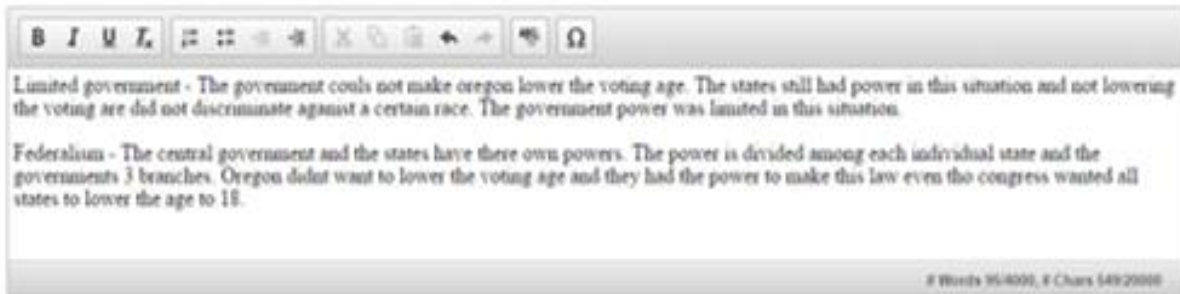
Sample Response: 2 points

Justice Black's majority opinion in *Oregon v. Mitchell* invokes three basic principles of constitutional government in the United States:

- Limited government
- Federalism
- Popular sovereignty.

Choose **two** of these principles. Explain how the Supreme Court's decision in *Oregon v. Mitchell* clarifies the way each of these two principles is applied. Be sure to cite evidence from the opinion in your explanation.

Type your answer in the space provided.



The screenshot shows a text entry interface with a toolbar at the top containing icons for bold, italic, underline, strikethrough, bulleted list, numbered list, indent, outdent, link, unlink, and a search icon. Below the toolbar, the student's response is displayed in two paragraphs. The first paragraph discusses limited government, and the second discusses federalism. At the bottom right of the text area, a word and character count is visible: "8 Words 95-800, 8 Chars 5492000".

Limited government - The government couls not make oregon lower the voting age. The states still had power in this situation and not lowering the voting are did not discriminate against a certain race. The government power was limited in this situation.

Federalism - The central government and the states have there own powers. The power is divided among each individual state and the governments 3 branches. Oregon didnt want to lower the voting age and they had the power to make this law even tho congress wanted all states to lower the age to 18.

Notes on Scoring

This response earns partial credit (2 points) because it provides a partial explanation of how the Supreme Court's decision in *Oregon v. Mitchell* clarifies the application of limited government ("Limited government - The government couls not make oregon lower the voting age. The states still had power in this situation and not lowering the voting are did not discriminate against a certain race. The government power was limited in this situation.") and a partial explanation of federalism ("Federalism - The central government and the states have there own powers...Oregon didnt want to lower the voting age and they had the power to make this law even tho congress wanted all states to lower the age to 18.").

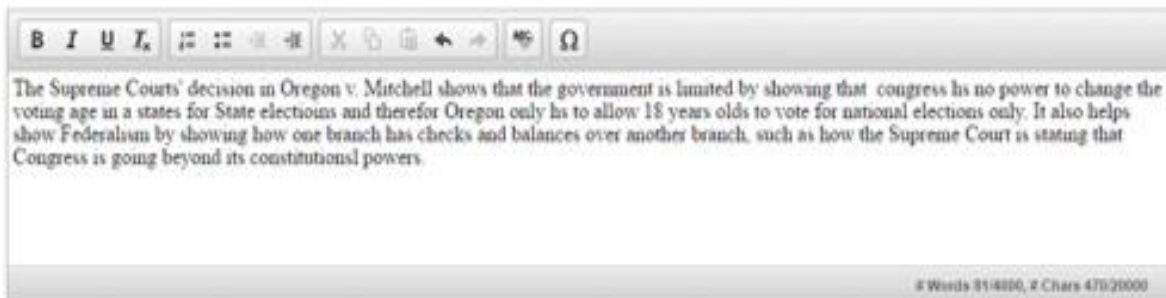
Sample Response: 1 point

Justice Black's majority opinion in *Oregon v. Mitchell* invokes three basic principles of constitutional government in the United States:

- Limited government
- Federalism
- Popular sovereignty.

Choose **two** of these principles. Explain how the Supreme Court's decision in *Oregon v. Mitchell* clarifies the way each of these two principles is applied. Be sure to cite evidence from the opinion in your explanation.

Type your answer in the space provided.



The screenshot shows a text entry interface. At the top is a rich text editor toolbar with icons for bold (B), italic (I), underline (U), strikethrough (ABC), bulleted list, numbered list, indent, outdent, link, unlink, undo, redo, and a search icon. Below the toolbar is a text area containing the following text: "The Supreme Courts' decision in Oregon v. Mitchell shows that the government is limited by showing that congress has no power to change the voting age in a states for State elections and therefor Oregon only has to allow 18 years olds to vote for national elections only. It also helps show Federalism by showing how one branch has checks and balances over another branch, such as how the Supreme Court is stating that Congress is going beyond its constitutional powers." At the bottom right of the text area, it says "# Words 81/400, # Chars 470/2000".

Notes on Scoring

This response earns partial credit (1 point) because it provides a partial explanation of how the Supreme Court's decision in *Oregon v. Mitchell* clarifies the application of limited government ("...the government is limited by showing that congress has no power to change the voting age in a states for State elections...") but provides an incorrect explanation of federalism.

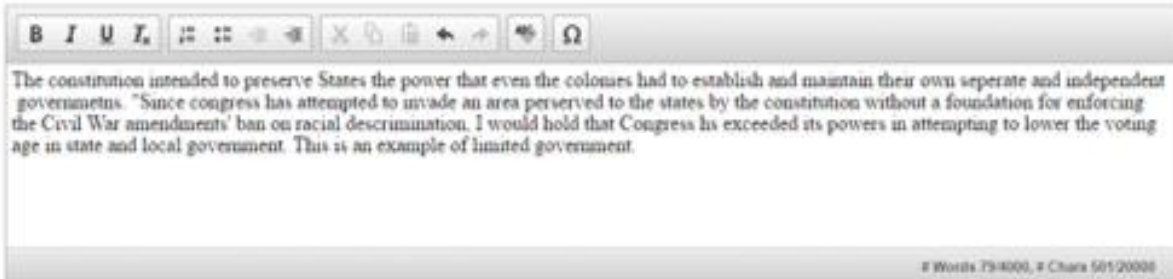
Sample Response: 1 point

Justice Black's majority opinion in *Oregon v. Mitchell* invokes three basic principles of constitutional government in the United States:

- Limited government
- Federalism
- Popular sovereignty.

Choose two of these principles. Explain how the Supreme Court's decision in *Oregon v. Mitchell* clarifies the way each of these two principles is applied. Be sure to cite evidence from the opinion in your explanation.

Type your answer in the space provided.



The screenshot shows a text entry interface with a toolbar at the top containing icons for bold (B), italic (I), underline (U), strikethrough (ABC), bulleted list, numbered list, indent, outdent, link, unlink, undo, redo, and a search icon. Below the toolbar is a text area containing the following text: "The constitution intended to preserve States the power that even the colonies had to establish and maintain their own seperate and independent governmetns. 'Since congress has attempted to invade an area perserved to the states by the constitution without a foundation for enforcing the Civil War amendments' ban on racial discrimination, I would hold that Congress hs exceeded its powers in attempting to lower the voting age in state and local government. This is an example of limited government." At the bottom right of the text area, there is a small status bar that reads "# Words 79/400, # Chars 501/2000".

Notes on Scoring

This response earns partial credit (1 point) because it provides a partial explanation of how the Supreme Court's decision in *Oregon v. Mitchell* clarifies the application of limited government ("The constitution intended to preserve States the power that even the colonies had to establish and maintain their own seperate and independent governmetns. 'Since congress has attempted to invade an area perserved to the states by the constitution without a foundation for enforcing the Civil War amendments' ban on racial discrimination, I would hold that Congress has exceeded its power in attempting to lower the voting age in state and local government. This is an example of limited government.").

The response does not attempt to explain a second basic principle of constitutional government.

Sample Response: 0 points

Justice Black's majority opinion in *Oregon v. Mitchell* invokes three basic principles of constitutional government in the United States:

- Limited government
- Federalism
- Popular sovereignty.

Choose **two** of these principles. Explain how the Supreme Court's decision in *Oregon v. Mitchell* clarifies the way each of these two principles is applied. Be sure to cite evidence from the opinion in your explanation.

Type your answer in the space provided.

B I U I_x

Limited government - Makes sure that the government doesnt have to much power.
Federalism - States have power and can make their own laws without the national government

Words 27/4000, # Chars 168/20000

Notes on Scoring

This response earns no credit (0 points) because it indicates inadequate understanding of the concept needed to answer the item. The response provides definitions of limited government and federalism but contains no connection to *Oregon v. Mitchell*.

Sample Response: 0 points

Justice Black's majority opinion in *Oregon v. Mitchell* invokes three basic principles of constitutional government in the United States:

- Limited government
- Federalism
- Popular sovereignty.

Choose **two** of these principles. Explain how the Supreme Court's decision in *Oregon v. Mitchell* clarifies the way each of these two principles is applied. Be sure to cite evidence from the opinion in your explanation.

Type your answer in the space provided.



The screenshot shows a text entry interface with a toolbar at the top containing icons for bold (B), italic (I), underline (U), strikethrough (ABC), bulleted list, numbered list, indent, outdent, link, unlink, undo, redo, and a search icon. Below the toolbar, the text "Federalism and Popular sovereignty" is entered. At the bottom right of the text area, a status bar reads "# Words 4/4000, # Chars 34/20000".

Notes on Scoring

This response earns no credit (0 points) because it indicates inadequate understanding of the concept needed to answer the item. The response lists two principles of constitutional government but fails to explain how the Supreme Court's decision in *Oregon v. Mitchell* clarifies the way the principles are applied.

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