

Ohio's State Tests

ITEM RELEASE

SPRING 2018

**AMERICAN
GOVERNMENT**

Table of Contents

Content Summary and Answer Key.....	iii
Question 1: Question and Scoring Guidelines.....	1
Question 1: Sample Response	3
Question 3: Question and Scoring Guidelines.....	5
Question 3: Sample Response	7
Question 4: Question and Scoring Guidelines	9
Question 4: Sample Response	11
Question 5: Question and Scoring Guidelines.....	13
Question 5: Sample Responses	15
Question 6: Question and Scoring Guidelines.....	21
Question 6: Sample Responses	23
Question 7: Question and Scoring Guidelines.....	27
Question 7: Sample Response	29
Question 11: Question and Scoring Guidelines.....	31
Question 11: Sample Response	33
Question 13: Question and Scoring Guidelines.....	35
Question 13: Sample Responses	37
Question 15: Question and Scoring Guidelines.....	41
Question 15: Sample Responses	43
Stimulus for Questions 16 – 19	49
Question 16: Question and Scoring Guidelines.....	53
Question 16: Sample Responses	55
Question 17: Question and Scoring Guidelines.....	59
Question 17: Sample Response	61
Question 18: Question and Scoring Guidelines.....	63
Question 18: Sample Response	65
Question 19: Question and Scoring Guidelines.....	67
Question 19: Sample Responses	71

Question 22: Question and Scoring Guidelines.....	77
Question 22: Sample Responses	81
Question 23: Question and Scoring Guidelines.....	87
Question 23: Sample Responses	91
Question 25: Question and Scoring Guidelines.....	97
Question 25: Sample Responses	101
Question 32: Question and Scoring Guidelines.....	107
Question 32: Sample Response	109
Question 38: Question and Scoring Guidelines.....	111
Question 38: Sample Response	113
Question 42: Question and Scoring Guidelines.....	115
Question 42: Sample Responses	119

**American Government
Spring 2018 Item Release
Content Summary and Answer Key**

Question No.*	Item Type	Reporting Category	Content Statement	Answer Key	Points
1	Multiple Choice	Historic Documents	The Reconstruction Era prompted Amendments 13 through 15 to address the aftermath of slavery and the Civil War. (9)	A	1 point
3	Multiple Choice	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)	C	1 point
4	Multiple Choice	Historic Documents	The Bill of Rights was drafted in response to the national debate over the ratification of the Constitution of the United States. (8)	B	1 point
5	Graphic Response	Historic Documents	Amendments 16 through 19 responded to calls for reform during the Progressive Era. (10)	---	2 points
6	Table Item	Principles and Structure	In the United States, people have rights that protect them from undue governmental interference. Rights carry responsibilities that help define how people use their rights and that require respect for the rights of others. (16)	---	1 point
7	Multiple Choice	Historic Documents	Five amendments have altered provisions for presidential election, terms and succession to address changing historical circumstances. (12)	B	1 point
11	Multiple Choice	Historic Documents	The Reconstruction Era prompted Amendments 13 through 15 to address the aftermath of slavery and the Civil War. (9)	A	1 point

* The question number matches the item number in the Item Level Report in the Online Reporting System. The items are numbered sequentially in the practice site.

**American Government
Spring 2018 Item Release
Content Summary and Answer Key**

Question No.*	Item Type	Reporting Category	Content Statement	Answer Key	Points
13	Table Item	Historic Documents	The Bill of Rights was drafted in response to the national debate over the ratification of the Constitution of the United States. (8)	---	1 point
15	Graphic Response	Ohio/Policy/Economy	The Federal Reserve System uses monetary tools to regulate the nation's money supply and moderate the effects of expansion and contraction in the economy. (24)	---	2 points
16	Hot Text	Principles and Structure	Constitutional government in the United States has changed over time as a result of amendments to the U.S. Constitution, Supreme Court decisions, legislation and informal practices. (7)	---	1 point
17	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
18	Multiple Choice	Principles and Structure	The processes of persuasion, compromise, consensus building and negotiation contribute to the resolution of conflicts and differences. (4)	A	1 point
19	Multi-Interaction	Principles and Structure	Constitutional government in the United States has changed over time as a result of amendments to the U.S. Constitution, Supreme Court decisions, legislation and informal practices. (7)	A; C	2 points

* The question number matches the item number in the Item Level Report in the Online Reporting System. The items are numbered sequentially in the practice site.

**American Government
Spring 2018 Item Release
Content Summary and Answer Key**

Question No.*	Item Type	Reporting Category	Content Statement	Answer Key	Points
22	Multi-Interaction	Principles and Structure	Issues can be analyzed through the critical use of information from public records, surveys, research data and policy positions of advocacy groups. (3)	D; C, E, F	2 points
23	Multi-Interaction	Principles and Structure	In the United States, people have rights that protect them from undue governmental interference. Rights carry responsibilities that help define how people use their rights and that require respect for the rights of others. (16)	A; D	2 points
25	Graphic Response	Historic Documents	Four amendments have provided for extensions of suffrage to disenfranchised groups. (16)	---	2 points
32	Multiple Choice	Principles and Structure	Law and public policy are created and implemented by three branches of government; each functions with its own set of powers and responsibilities. (14)	B	1 point
38	Multiple Choice	Historic Documents	The Ohio Constitution was drafted in 1851 to address difficulties in governing the state of Ohio. (18)	D	1 point
42	Table Item	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)	---	1 point

* The question number matches the item number in the Item Level Report in the Online Reporting System. The items are numbered sequentially in the practice site.

American Government
Spring 2018 Item Release

Question 1

Question and Scoring Guidelines

Question 1

What was the direct effect of the 13th Amendment?

- Ⓐ the abolition of slavery
- Ⓑ the desegregation of public schools
- Ⓒ the enforcement of poll taxes by state governments
- Ⓓ the establishment of African-American National Guard units

Points Possible: 1

Reporting Category: Historic Documents

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

Scoring Guidelines

Rationale for Option A: **Key** – The 13th Amendment led to the abolition of slavery.

Rationale for Option B: This is incorrect. The 13th Amendment led to the abolition of slavery. Schools in many parts of the country remained segregated until the 1950s.

Rationale for Option C: This is incorrect. Poll taxes were used by state governments to disenfranchise African-American voters. Poll taxes were never required by a constitutional amendment.

Rationale for Option D: This is incorrect. No constitutional amendment led to the establishment of African-American National Guard units.

Sample Response: 1 point

What was the direct effect of the 13th Amendment?

- the abolition of slavery
- the desegregation of public schools
- the enforcement of poll taxes by state governments
- the establishment of African-American National Guard units

American Government
Spring 2018 Item Release

Question 3

Question and Scoring Guidelines

Question 3

From time to time, the Supreme Court has extended civil rights protections to groups that historically have been denied rights guaranteed to other Americans. Sometimes the Supreme Court has done this by interpreting and applying principles found in existing Constitutional amendments.

Which legal principle did the Supreme Court use to extend the Bill of Rights guarantees to state laws and to broaden civil rights protections for minorities?

- Ⓐ the "two-thirds clause" of the 12th Amendment
- Ⓑ the "punishment clause" of the 13th Amendment
- Ⓒ the "due process clause" of the 14th Amendment
- Ⓓ the "apportionment clause" of the 16th Amendment

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

Rationale for Option A: This is incorrect. The 12th Amendment made changes to the Electoral College and had nothing to do with civil rights.

Rationale for Option B: This is incorrect. The 13th Amendment made slavery illegal except as punishment for a crime, but did not provide broader civil rights protections.

Rationale for Option C: **Key** – The due process clause of the 14th Amendment was used by the Supreme Court to apply Bill of Rights protections to the states.

Rationale for Option D: This is incorrect. The 16th Amendment allows Congress to levy income taxes and does not relate to civil rights.

Sample Response: 1 point

From time to time, the Supreme Court has extended civil rights protections to groups that historically have been denied rights guaranteed to other Americans. Sometimes the Supreme Court has done this by interpreting and applying principles found in existing Constitutional amendments.

Which legal principle did the Supreme Court use to extend the Bill of Rights guarantees to state laws and to broaden civil rights protections for minorities?

- Ⓐ the “two-thirds clause” of the 12th Amendment
- Ⓑ the “punishment clause” of the 13th Amendment
- Ⓒ the “due process clause” of the 14th Amendment
- Ⓓ the “apportionment clause” of the 16th Amendment

American Government
Spring 2018 Item Release

Question 4

Question and Scoring Guidelines

Question 4

The 9th Amendment of the U.S. Constitution is shown.

The enumeration [listing] in the Constitution, of certain rights, shall not be construed [interpreted] to deny or disparage [take away] others retained by the people.

How did the 9th Amendment address Federalist concerns about including a bill of rights in the Constitution?

- Ⓐ It ensured that only state governments would be able to grant rights to citizens.
- Ⓑ It ensured that guaranteeing some rights would not lead to other rights being violated.
- Ⓒ It ensured that the federal government would have more power than state governments.
- Ⓓ It ensured that a proper balance of power among the three branches of government would be established.

Points Possible: 1

Reporting Category: Historic Documents

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

Scoring Guidelines

Rationale for Option A: This is incorrect. The 9th Amendment does not ensure that only state governments could guarantee rights.

Rationale for Option B: **Key** – Federalists were concerned that including a bill of rights could be misconstrued to limit individual rights to only those listed.

Rationale for Option C: This is incorrect. The 9th Amendment does not state that the federal government has more power than state governments.

Rationale for Option D: This is incorrect. The 9th Amendment does not address issues related to separation of powers.

Sample Response: 1 point

The 9th Amendment of the U.S. Constitution is shown.

The enumeration [listing] in the Constitution, of certain rights, shall not be construed [interpreted] to deny or disparage [take away] others retained by the people.

How did the 9th Amendment address Federalist concerns about including a bill of rights in the Constitution?

- Ⓐ It ensured that only state governments would be able to grant rights to citizens.
- Ⓑ It ensured that guaranteeing some rights would not lead to other rights being violated.
- Ⓒ It ensured that the federal government would have more power than state governments.
- Ⓓ It ensured that a proper balance of power among the three branches of government would be established.

American Government
Spring 2018 Item Release

Question 5

Question and Scoring Guidelines

Question 5

The 17th Amendment addressed Progressive Era calls for reform.

Identify which headline could have been written to support the ratification of the 17th Amendment.

Click on two headlines you want to select.

Progressive Era Headlines

The current method of electing Senators is undemocratic.

The Temperance movement demands prohibition.

Women demand the vote!

No party boss rule!

Ban alcohol now!

We demand suffrage rights for women!!

Points Possible: 2

Reporting Category: Historic Documents

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

Scoring Guidelines

For this item, a full-credit response includes:

- “The current method of electing Senators is undemocratic” selected (1 point);
AND
- “No party boss rule!” selected (1 point).

American Government
Spring 2018 Item Release

Question 5

Sample Responses

Sample Response: 2 points

The 17th Amendment addressed Progressive Era calls for reform.

Identify which headline could have been written to support the ratification of the 17th Amendment.

Click on two headlines you want to select.

Progressive Era Headlines

The current method of electing Senators is undemocratic.

The Temperance movement demands prohibition.

Women demand the vote!

No party boss rule!

Ban alcohol now!

We demand suffrage rights for women!!

Notes on Scoring

This response earns full credit (2 points) because two headlines are correctly identified.

Sample Response: 1 point

The 17th Amendment addressed Progressive Era calls for reform.

Identify which headline could have been written to support the ratification of the 17th Amendment.

Click on two headlines you want to select.

Progressive Era Headlines

The current method of electing Senators is undemocratic.

The Temperance movement demands prohibition.

Women demand the vote!

No party boss rule!

Ban alcohol now!

We demand suffrage rights for women!!

Notes on Scoring

This response earns partial credit (1 point) because one headline is correctly identified: "The current method of electing Senators is undemocratic."

Sample Response: 1 point

The 17th Amendment addressed Progressive Era calls for reform.

Identify which headline could have been written to support the ratification of the 17th Amendment.

Click on two headlines you want to select.

Progressive Era Headlines

The current method of electing Senators is undemocratic.

The Temperance movement demands prohibition.

Women demand the vote!

No party boss rule!

Ban alcohol now!

We demand suffrage rights for women!!

Notes on Scoring

This response earns partial credit (1 point) because one headline is correctly identified: "No party boss rule!"

Sample Response: 0 points

The 17th Amendment addressed Progressive Era calls for reform.

Identify which headline could have been written to support the ratification of the 17th Amendment.

Click on two headlines you want to select.

Progressive Era Headlines

The current method of electing Senators is undemocratic.

The Temperance movement demands prohibition.

Women demand the vote!

No party boss rule!

Ban alcohol now!

We demand suffrage rights for women!!

Notes on Scoring

This response earns no credit (0 points) because none of the headlines are correctly identified.

Sample Response: 0 points

The 17th Amendment addressed Progressive Era calls for reform.

Identify which headline could have been written to support the ratification of the 17th Amendment.

Click on two headlines you want to select.

Progressive Era Headlines

The current method of electing Senators is undemocratic.

The Temperance movement demands prohibition.

Women demand the vote!

No party boss rule!

Ban alcohol now!

We demand suffrage rights for women!!

Notes on Scoring

This response earns no credit (0 points) because none of the headlines are correctly identified.

**American Government
Spring 2018 Item Release**

Question 6

Question and Scoring Guidelines

Question 6

The United States Supreme Court has used the doctrine of incorporation to extend most of the rights included in the Bill of Rights to state and local governments.

Select the boxes to identify whether each Supreme Court decision extended freedom of assembly, press or religion.

	Freedom of Assembly	Freedom of the Press	Freedom of Religion
<i>De Jonge v. Oregon</i> (1937)—Overturned a conviction for organizing a meeting of the Communist Party	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Cantwell v. Connecticut</i> (1940)—Struck down a state law that required state licenses in order to solicit on behalf of a faith-based organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Near v. Minnesota</i> (1931)—Struck down a state law that permitted censorship of “malicious, scandalous and defamatory” newspapers and magazines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Points Possible: 1

Reporting Category: Principles and Structure

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

Scoring Guidelines

For this item, a full-credit response includes:

- “Freedom of Assembly” selected for “*De Jonge v. Oregon* (1937)...”;
AND
- “Freedom of Religion” selected for “*Cantwell v. Connecticut* (1940)...”;
AND
- “Freedom of the Press” selected for “*Near v. Minnesota* (1931)...” (1 point).

American Government
Spring 2018 Item Release

Question 6

Sample Responses

Sample Response: 1 point

The United States Supreme Court has used the doctrine of incorporation to extend most of the rights included in the Bill of Rights to state and local governments.

Select the boxes to identify whether each Supreme Court decision extended freedom of assembly, press or religion.

	Freedom of Assembly	Freedom of the Press	Freedom of Religion
<i>De Jonge v. Oregon</i> (1937)—Overturned a conviction for organizing a meeting of the Communist Party	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Cantwell v. Connecticut</i> (1940)—Struck down a state law that required state licenses in order to solicit on behalf of a faith-based organization	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>Near v. Minnesota</i> (1931)—Struck down a state law that permitted censorship of “malicious, scandalous and defamatory” newspapers and magazines	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Notes on Scoring

This response earns full credit (1 point) because it correctly identifies all three of the freedoms extended with the appropriate Supreme Court decision.

Sample Response: 0 points

The United States Supreme Court has used the doctrine of incorporation to extend most of the rights included in the Bill of Rights to state and local governments.

Select the boxes to identify whether each Supreme Court decision extended freedom of assembly, press or religion.

	Freedom of Assembly	Freedom of the Press	Freedom of Religion
<i>De Jonge v. Oregon</i> (1937)—Overturned a conviction for organizing a meeting of the Communist Party	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Cantwell v. Connecticut</i> (1940)—Struck down a state law that required state licenses in order to solicit on behalf of a faith-based organization	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>Near v. Minnesota</i> (1931)—Struck down a state law that permitted censorship of “malicious, scandalous and defamatory” newspapers and magazines	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes on Scoring

This response earns no credit (0 points) because it correctly identifies only two of the freedoms extended with the appropriate Supreme Court decision (“Freedom of Assembly” with “*De Jonge v. Oregon*” and “Freedom of Religion” with “*Cantwell v. Connecticut*”).

Sample Response: 0 points

The United States Supreme Court has used the doctrine of incorporation to extend most of the rights included in the Bill of Rights to state and local governments.

Select the boxes to identify whether each Supreme Court decision extended freedom of assembly, press or religion.

	Freedom of Assembly	Freedom of the Press	Freedom of Religion
<i>De Jonge v. Oregon</i> (1937)—Overturned a conviction for organizing a meeting of the Communist Party	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Cantwell v. Connecticut</i> (1940)—Struck down a state law that required state licenses in order to solicit on behalf of a faith-based organization	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>Near v. Minnesota</i> (1931)—Struck down a state law that permitted censorship of “malicious, scandalous and defamatory” newspapers and magazines	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Notes on Scoring

This response earns no credit (0 points) because it correctly identifies only one of the freedoms extended with the appropriate Supreme Court decision (“Freedom of Assembly” with “*De Jonge v. Oregon*”).

American Government
Spring 2018 Item Release

Question 7

Question and Scoring Guidelines

Question 7

The 25th Amendment was ratified after the assassination of President John F. Kennedy. Which issue, among others, did the 25th Amendment clarify?

- Ⓐ how a new president is elected
- Ⓑ how to fill the office of vice president when it is vacant
- Ⓒ the role of the Secret Service in protecting the president
- Ⓓ the role of the Speaker of the House in presidential succession

Points Possible: 1

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

Rationale for Option A: This is incorrect. The 25th Amendment outlines procedures for presidential succession should the president die or become disabled. A new election is not part of these procedures.

Rationale for Option B: **Key** – The 25th Amendment clarified succession and explained how to fill the office of Vice President when it is vacant due to resignation or presidential succession.

Rationale for Option C: This is incorrect. The 25th Amendment deals with succession to the presidency, not protection of the president.

Rationale for Option D: This is incorrect. The role of the Speaker in presidential succession was clarified in the 1947 Presidential Succession Act, which was passed 20 years before the ratification of the 25th Amendment.

Sample Response: 1 point

The 25th Amendment was ratified after the assassination of President John F. Kennedy.

Which issue, among others, did the 25th Amendment clarify?

- Ⓐ how a new president is elected
- Ⓑ how to fill the office of vice president when it is vacant
- Ⓒ the role of the Secret Service in protecting the president
- Ⓓ the role of the Speaker of the House in presidential succession

American Government
Spring 2018 Item Release

Question 11

Question and Scoring Guidelines

Question 11

What was the immediate impact of the 14th Amendment?

- Ⓐ It granted citizenship to African Americans.
- Ⓑ It guaranteed suffrage rights to African Americans.
- Ⓒ It prohibited the use of poll taxes in the United States.
- Ⓓ It outlawed the segregation of public facilities in the United States.

Points Possible: 1

Reporting Category: Historic Documents

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

Scoring Guidelines

Rationale for Option A: **Key** – The 14th Amendment granted citizenship to African Americans.

Rationale for Option B: This is incorrect. The 15th Amendment, not the 14th Amendment, guaranteed suffrage rights to African Americans.

Rationale for Option C: This is incorrect. The 24th Amendment, not the 14th Amendment, prohibited the use of poll taxes in the United States.

Rationale for Option D: This is incorrect. The *Brown vs. Board of Education* decision, not the 14th Amendment, led to the desegregation of public schools and was an initial step towards the desegregation of all public facilities in the United States.

Sample Response: 1 point

What was the immediate impact of the 14th Amendment?

- A It granted citizenship to African Americans.
- B It guaranteed suffrage rights to African Americans.
- C It prohibited the use of poll taxes in the United States.
- D It outlawed the segregation of public facilities in the United States.

American Government
Spring 2018 Item Release

Question 13

Question and Scoring Guidelines

Question 13

In 1788, Patrick Henry argued that the U.S. Constitution should include laws guaranteeing certain rights for all Americans.

The Bill of Rights, which was added to the U.S. Constitution, addressed several of Patrick Henry's concerns. Excerpts from the Bill of Rights are shown.

4th Amendment	The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated...
6th Amendment	In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed...
10th Amendment	The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

Select the boxes to match each of Patrick Henry's arguments to the Bill of Rights amendment that addressed his concern.

	4th Amendment	6th Amendment	10th Amendment
"A bill of rights may be summed up in a few words. What do they tell us? — That our rights are reserved."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
"But when we come to punishments, no latitude ought to be left, nor dependence put on the virtue of representatives."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
"They may, unless the general government be restrained by a bill of rights, or some similar restriction, go into your cellars and rooms, and search, ransack, and measure every thing you eat, drink, and wear. They ought to be restrained Within proper bounds."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Points Possible: 1

Reporting Category: Historic Documents

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

Scoring Guidelines

For this item, a full-credit response includes:

- "10th Amendment" selected for "A bill of rights may be summed up in a few words...";
AND
- "6th Amendment" selected for "But when we come to punishments...";
AND
- "4th Amendment" selected for "They may, unless the general government be restrained..." (1 point).

American Government
Spring 2018 Item Release

Question 13

Sample Responses

Sample Response: 1 point

In 1788, Patrick Henry argued that the U.S. Constitution should include laws guaranteeing certain rights for all Americans.

The Bill of Rights, which was added to the U.S. Constitution, addressed several of Patrick Henry's concerns. Excerpts from the Bill of Rights are shown.

4th Amendment	The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated...
6th Amendment	In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed...
10th Amendment	The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

Select the boxes to match each of Patrick Henry's arguments to the Bill of Rights amendment that addressed his concern.

	4th Amendment	6th Amendment	10th Amendment
"A bill of rights may be summed up in a few words. What do they tell us? — That our rights are reserved."	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
"But when we come to punishments, no latitude ought to be left, nor dependence put on the virtue of representatives."	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
"They may, unless the general government be restrained by a bill of rights, or some similar restriction, go into your cellars and rooms, and search, ransack, and measure every thing you eat, drink, and wear. They ought to be restrained Within proper bounds."	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes on Scoring

This response earns full credit (1 point) because it correctly matches all three of Patrick Henry's arguments with the appropriate Amendment.

Sample Response: 0 points

In 1788, Patrick Henry argued that the U.S. Constitution should include laws guaranteeing certain rights for all Americans.

The Bill of Rights, which was added to the U.S. Constitution, addressed several of Patrick Henry's concerns. Excerpts from the Bill of Rights are shown.

4th Amendment	The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated...
6th Amendment	In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed...
10th Amendment	The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

Select the boxes to match each of Patrick Henry's arguments to the Bill of Rights amendment that addressed his concern.

	4th Amendment	6th Amendment	10th Amendment
"A bill of rights may be summed up in a few words. What do they tell us? — That our rights are reserved."	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
"But when we come to punishments, no latitude ought to be left, nor dependence put on the virtue of representatives."	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
"They may, unless the general government be restrained by a bill of rights, or some similar restriction, go into your cellars and rooms, and search, ransack, and measure every thing you eat, drink, and wear. They ought to be restrained Within proper bounds."	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes on Scoring

This response earns no credit (0 points) because it correctly matches only two of Patrick Henry's arguments with the appropriate Amendment.

Sample Response: 0 points

In 1788, Patrick Henry argued that the U.S. Constitution should include laws guaranteeing certain rights for all Americans.

The Bill of Rights, which was added to the U.S. Constitution, addressed several of Patrick Henry's concerns. Excerpts from the Bill of Rights are shown.

4th Amendment	The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated...
6th Amendment	In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed...
10th Amendment	The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

Select the boxes to match each of Patrick Henry's arguments to the Bill of Rights amendment that addressed his concern.

	4th Amendment	6th Amendment	10th Amendment
"A bill of rights may be summed up in a few words. What do they tell us? — That our rights are reserved."	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
"But when we come to punishments, no latitude ought to be left, nor dependence put on the virtue of representatives."	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
"They may, unless the general government be restrained by a bill of rights, or some similar restriction, go into your cellars and rooms, and search, ransack, and measure every thing you eat, drink, and wear. They ought to be restrained Within proper bounds."	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Notes on Scoring

This response earns no credit (0 points) because it does not correctly match any of Patrick Henry's arguments with the appropriate Amendment.

American Government
Spring 2018 Item Release

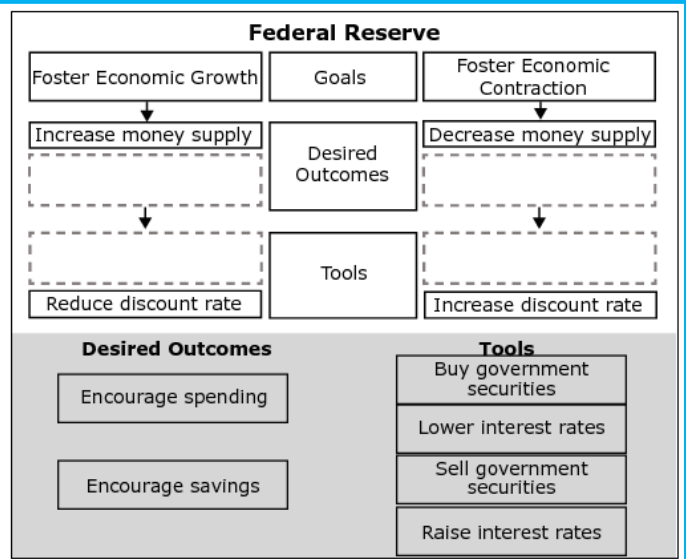
Question 15

Question and Scoring Guidelines

Question 15

Complete the flow chart showing the functions of the Federal Reserve Bank.

- Move one outcome sought to Foster Economic Growth into the blank box for that column. Then move one outcome sought to Foster Economic Contraction into the blank box for that column.
- Move one of the tools used to Foster Economic Growth into the blank box for that column. Then move one of the tools used to Foster Economic Contraction into the blank box for that column.



Points Possible: 2

Reporting Category: Ohio/Policy/Economy

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

Scoring Guidelines

For this item, a full-credit response includes:

- "Encourage spending" in the Desired Outcomes section under "Foster Economic Growth";
AND
- "Buy government securities" OR "Lower interest rates" in the Tools section of the chart under "Foster Economic Growth" (1 point);
AND
- "Encourage savings" in the Desired Outcomes section under "Foster Economic Contraction";
AND
- "Sell government securities" OR "Raise interest rates" in the Tools section of the chart under "Foster Economic Contraction" (1 point).

For this item, a partial-credit response includes:

- The student correctly labeling the action and tool for one of the goals (1 point).

American Government
Spring 2018 Item Release

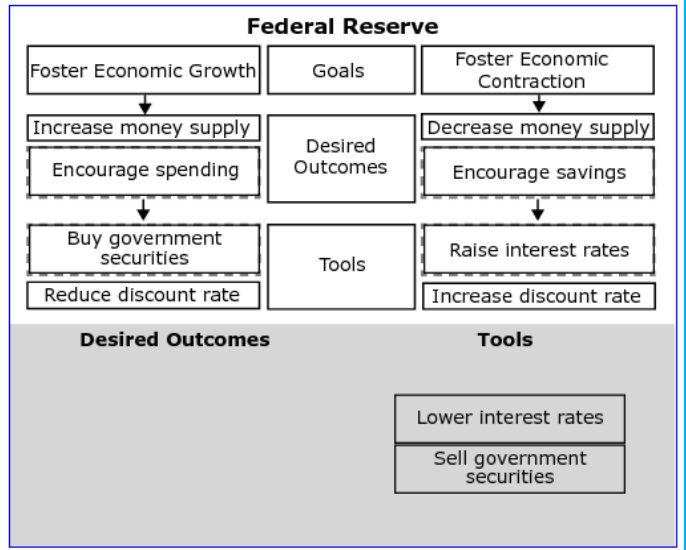
Question 15

Sample Responses

Sample Response: 2 points

Complete the flow chart showing the functions of the Federal Reserve Bank.

- Move one outcome sought to Foster Economic Growth into the blank box for that column. Then move one outcome sought to Foster Economic Contraction into the blank box for that column.
- Move one of the tools used to Foster Economic Growth into the blank box for that column. Then move one of the tools used to Foster Economic Contraction into the blank box for that column.



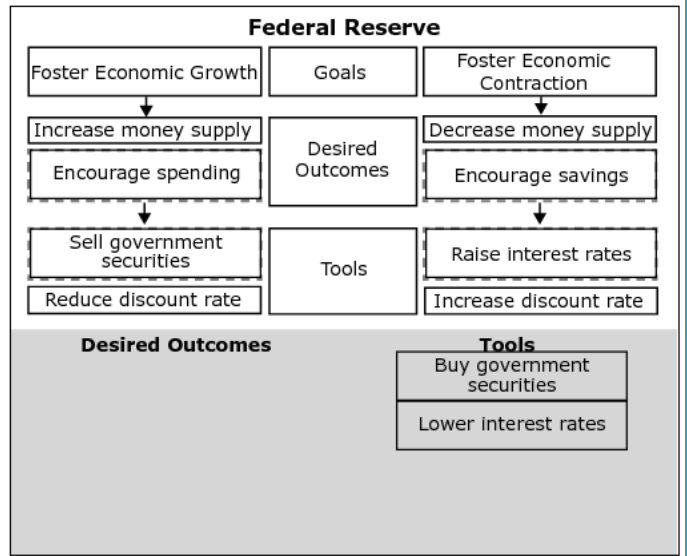
Notes on Scoring

This response earns full credit (2 points) because it has the correct Desired Outcomes and "Tools" under "Foster Economic Growth" and "Foster Economic Contraction".

Sample Response: 1 point

Complete the flow chart showing the functions of the Federal Reserve Bank.

- A. Move one outcome sought to Foster Economic Growth into the blank box for that column. Then move one outcome sought to Foster Economic Contraction into the blank box for that column.
- B. Move one of the tools used to Foster Economic Growth into the blank box for that column. Then move one of the tools used to Foster Economic Contraction into the blank box for that column.



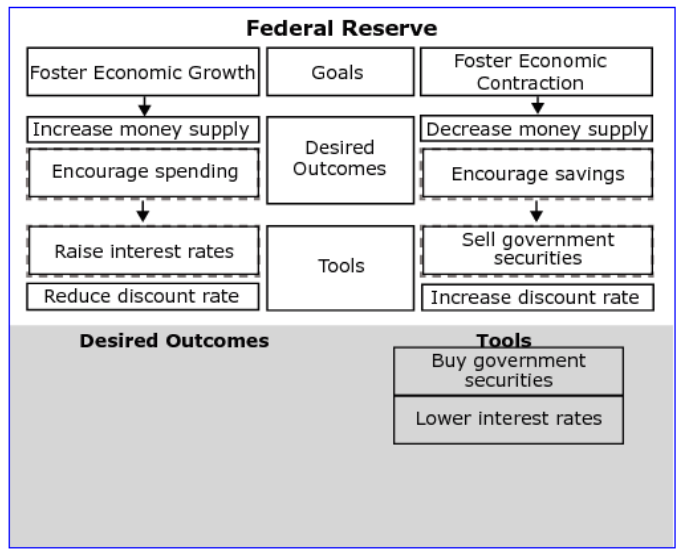
Notes on Scoring

This response earns partial credit (1 point) because it has the correct Desired Outcome and Tool under “Foster Economic Contraction” and the correct Desired Outcome under “Foster Economic Growth,” but the Tool under “Foster Economic Growth” is incorrect.

Sample Response: 1 point

Complete the flow chart showing the functions of the Federal Reserve Bank.

- Move one outcome sought to Foster Economic Growth into the blank box for that column. Then move one outcome sought to Foster Economic Contraction into the blank box for that column.
- Move one of the tools used to Foster Economic Growth into the blank box for that column. Then move one of the tools used to Foster Economic Contraction into the blank box for that column.



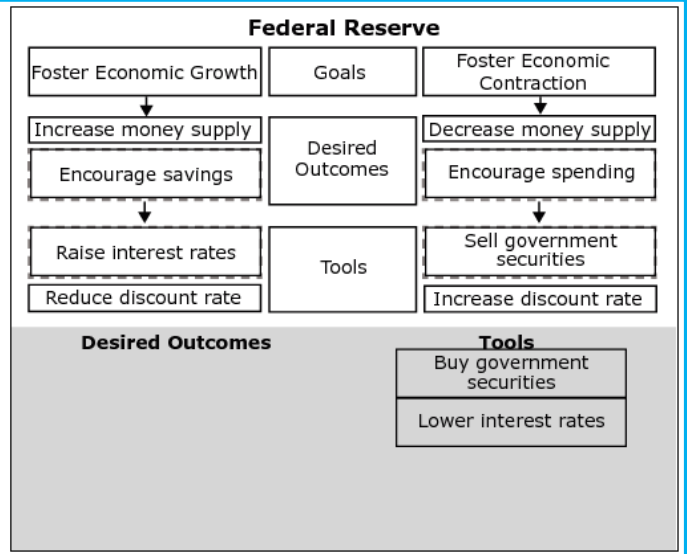
Notes on Scoring

This response earns partial credit (1 point) because it has the correct Desired Outcome and Tool under "Foster Economic Contraction" and the correct Desired Outcome under "Foster Economic Growth", but the Tool under "Foster Economic Growth" is incorrect.

Sample Response: 0 points

Complete the flow chart showing the functions of the Federal Reserve Bank.

- Move one outcome sought to Foster Economic Growth into the blank box for that column. Then move one outcome sought to Foster Economic Contraction into the blank box for that column.
- Move one of the tools used to Foster Economic Growth into the blank box for that column. Then move one of the tools used to Foster Economic Contraction into the blank box for that column.



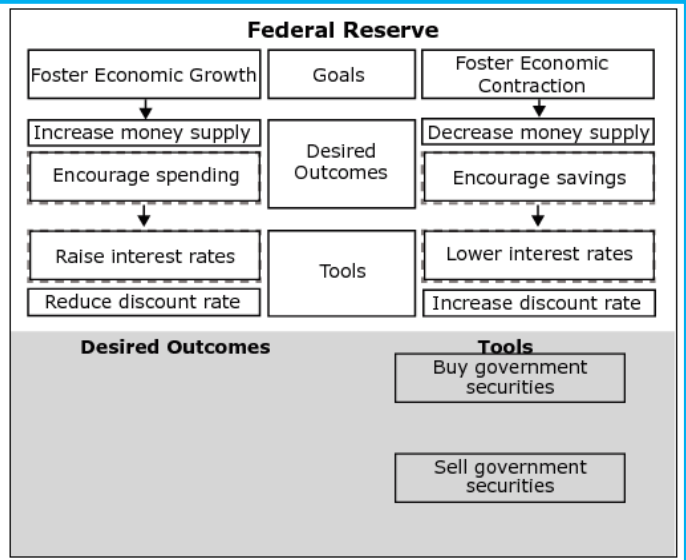
Notes on Scoring

This response earns no credit (0 points) because only the Tool under "Foster Economic Contraction" is correct.

Sample Response: 0 points

Complete the flow chart showing the functions of the Federal Reserve Bank.

- Move one outcome sought to Foster Economic Growth into the blank box for that column. Then move one outcome sought to Foster Economic Contraction into the blank box for that column.
- Move one of the tools used to Foster Economic Growth into the blank box for that column. Then move one of the tools used to Foster Economic Contraction into the blank box for that column.



Notes on Scoring

This response earns no credit (0 points) because only the Desired Outcomes under "Foster Economic Growth" and "Foster Economic Contraction" are correct.

American Government
Spring 2018 Item Release

Stimulus for Questions 16 – 19

Stimulus for Questions 16 – 19

The Nullification Crisis

The Nullification Crisis occurred in the early 1830s in South Carolina, during the presidency of Andrew Jackson. The United States suffered an economic downturn throughout the 1820s, which especially affected South Carolina. Many South Carolina politicians blamed the economic downturn on the national tariff policy that was enacted after the War of 1812. This tariff policy was implemented to help Northern manufacturing industries better compete in domestic markets against well established European manufacturers.

The Nullification Crisis occurred when the South Carolina state government refused to enforce the federal government's tariffs, declaring them to be unconstitutional. South Carolinians thought the federal tariffs would hurt their state's trade and exports of raw materials. In response to South Carolina's actions, Congress passed and President Jackson signed into law the Force Bill. The Force Bill stated that when a state government obstructs the laws of the United States government, the president has the right to use all force necessary to oppose the obstruction of the federal laws by the state. This force could potentially include U.S. military action against the state of South Carolina.

Following the passage of the Force Bill, South Carolina responded with the passage of a nullification ordinance of the Force Bill. An excerpt from South Carolina's Ordinance of Nullification of the Force Bill is shown.

Excerpt From South Carolina's Ordinance of Nullification of the Force Bill

We, the people of the State of South Carolina in convention assembled, do declare and ordain that the act of the Congress of the United States, [commonly known as the Force Bill], approved the 2nd day of March, 1833, is unauthorized by the Constitution of the United States, subversive of that Constitution, and destructive of public liberty, and that the same is, and shall be deemed null and void within the limits of this State; and it shall be the duty of the Legislature, at such time as they may deem expedient, to adopt such measures and pass such acts as may be necessary to prevent the enforcement thereof, and to inflict proper penalties on any person who shall do any act in execution or enforcement of the same within the limits of this State.

Excerpt from "South Carolina's Ordinance of Nullification."
In the public domain.

American Government
Spring 2018 Item Release

Question 16

Question and Scoring Guidelines

Question 16

The Nullification Crisis occurred when South Carolinians refused to enforce federal tariffs because they believed them to be unconstitutional.

Select the constitutional amendment that helped to provide the foundation for South Carolina's objection to the actions of the federal government.

Constitutional Amendments

Amendment I: Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Amendment II: A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Amendment III: No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

Amendment VIII: Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment X: The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

Points Possible: 1

Reporting Category: Principles and Structure

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

Scoring Guidelines

For this item, a full-credit response includes:

- "Amendment X" selected (1 point).

American Government
Spring 2018 Item Release

Question 16

Sample Responses

Sample Response: 1 point

The Nullification Crisis occurred when South Carolinians refused to enforce federal tariffs because they believed them to be unconstitutional.

Select the constitutional amendment that helped to provide the foundation for South Carolina's objection to the actions of the federal government.

Constitutional Amendments

Amendment I: Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Amendment II: A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Amendment III: No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

Amendment VIII: Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment X: The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

Notes on Scoring

This response earns full credit (1 point) because it correctly identifies Amendment X as the constitutional amendment that helped provide the foundation for South Carolina's objection to the actions of the federal government.

Sample Response: 0 points

The Nullification Crisis occurred when South Carolinians refused to enforce federal tariffs because they believed them to be unconstitutional.

Select the constitutional amendment that helped to provide the foundation for South Carolina's objection to the actions of the federal government.

Constitutional Amendments

Amendment I: Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Amendment II: A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Amendment III: No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

Amendment VIII: Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment X: The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

Notes on Scoring

This response earns no credit (0 points) because it incorrectly identifies Amendment II as the constitutional amendment that helped provide the foundation for South Carolina's objection to the actions of the federal government.

Sample Response: 0 points

The Nullification Crisis occurred when South Carolinians refused to enforce federal tariffs because they believed them to be unconstitutional.

Select the constitutional amendment that helped to provide the foundation for South Carolina's objection to the actions of the federal government.

Constitutional Amendments

Amendment I: Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Amendment II: A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Amendment III: No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

Amendment VIII: Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment X: The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

Notes on Scoring

This response earns no credit (0 points) because it incorrectly identifies Amendment I as the constitutional amendment that helped provide the foundation for South Carolina's objection to the actions of the federal government.

American Government
Spring 2018 Item Release

Question 17

Question and Scoring Guidelines

Question 17

Prior to the ratification of the U.S. Constitution in 1788, Federalists and Anti-Federalists debated how well the proposed constitution upheld the principles of government that would later become important in the Nullification Crisis.

Based on their arguments during the ratification debate, which statement describes what the Anti-Federalists would have thought about the Force Bill?

- Ⓐ Anti-Federalists would have sided with South Carolina because they supported the principle of absolute power.
- Ⓑ Anti-Federalists would have sided with South Carolina because they opposed having an overly powerful federal government.
- Ⓒ Anti-Federalists would have sided with Congress and President Jackson because they opposed trading with foreign countries.
- Ⓓ Anti-Federalists would have sided with Congress and President Jackson because they supported increased power for state governments.

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. While the Anti-Federalists would have sided with South Carolina, they did not support the principle of absolute power.

Rationale for Option B: **Key** – Anti-Federalists were in favor of an increase in the power of the states and they also opposed the creation of a stronger federal government.

Rationale for Option C: This is incorrect. The Anti-Federalists were not opposed to trading with foreign countries.

Rationale for Option D: This is incorrect. Taking the side of South Carolina would have demonstrated support for increased power for state governments while taking the side of Congress and President Jackson would have demonstrated support for a stronger federal government.

Sample Response: 1 point

Prior to the ratification of the U.S. Constitution in 1788, Federalists and Anti-Federalists debated how well the proposed constitution upheld the principles of government that would later become important in the Nullification Crisis.

Based on their arguments during the ratification debate, which statement describes what the Anti-Federalists would have thought about the Force Bill?

- Ⓐ Anti-Federalists would have sided with South Carolina because they supported the principle of absolute power.
- Ⓑ Anti-Federalists would have sided with South Carolina because they opposed having an overly powerful federal government.
- Ⓒ Anti-Federalists would have sided with Congress and President Jackson because they opposed trading with foreign countries.
- Ⓓ Anti-Federalists would have sided with Congress and President Jackson because they supported increased power for state governments.

American Government
Spring 2018 Item Release

Question 18

Question and Scoring Guidelines

Question 18

The Nullification Crisis came to an end with the passage of the Tariff of 1833. Under the Tariff of 1833, South Carolina agreed to enforce federal tariffs and the federal government agreed to gradually reduce tariff rates that South Carolinians had to pay.

Which statement describes how the resolution of the Nullification Crisis represented a compromise between the federal government and the state of South Carolina?

- Ⓐ Each side made concessions toward the other side's position.
- Ⓑ Each side requested that a neutral third party help it reach an agreement.
- Ⓒ Each side worked toward achieving resolution based on shared principles.
- Ⓓ Each side used reasoning to persuade the other side to agree with its general position.

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 – The resolution represents a compromise because each side made concessions from its original position in order to reach a resolution.

Rationale for Option B: This is incorrect. Nowhere in the item stem or passage is the involvement of a third party indicated.

Rationale for Option C: This is incorrect. This answer choice describes consensus building. Even after the Tariff of 1833 was agreed to, the federal government and South Carolina were still fundamentally opposed to each other's views on the topic.

Rationale for Option D: This is incorrect. This answer choice describes persuasion. Neither the federal government or South Carolina was persuaded to adopt the other party's viewpoint on the issue of tariffs.

Sample Response: 1 point

The Nullification Crisis came to an end with the passage of the Tariff of 1833. Under the Tariff of 1833, South Carolina agreed to enforce federal tariffs and the federal government agreed to gradually reduce tariff rates that South Carolinians had to pay.

Which statement describes how the resolution of the Nullification Crisis represented a compromise between the federal government and the state of South Carolina?

- A Each side made concessions toward the other side's position.
- B Each side requested that a neutral third party help it reach an agreement.
- C Each side worked toward achieving resolution based on shared principles.
- D Each side used reasoning to persuade the other side to agree with its general position.

American Government
Spring 2018 Item Release

Question 19

Question and Scoring Guidelines

Question 19

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

Part A

Which principle of government was at the center of the conflict during the Nullification Crisis?

- Ⓐ federalism
- Ⓑ popular sovereignty
- Ⓒ separation of powers
- Ⓓ checks and balances

Part B

How did the federal government's passage of the Force Bill impact the principle you identified in part A?

- Ⓐ The passage of the Force Bill clarified the roles of the branches of the federal government.
- Ⓑ The passage of the Force Bill reinforced the idea that governmental authority is derived from the people.
- Ⓒ The passage of the Force Bill expanded the power of the federal government relative to state governments.
- Ⓓ The passage of the Force Bill changed the ability of branches of government to restrain certain actions of other branches.

Points Possible: 2

Reporting Category: Principles and Structure

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

Scoring Guidelines

Part A

Rationale for Option A: **Key** – The Nullification Crisis was between the federal government and the state of South Carolina over the scope of federal authority. This directly relates to the principle of federalism.

Rationale for Option B: This is incorrect. The principle that the government derives its authority from the consent of the governed was peripherally related to the conflict in the Nullification Crisis, but not the central issue.

Rationale for Option C: This is incorrect. The principle that the three branches of government have distinct and separate powers and responsibilities was not at the center of the conflict in the Nullification Crisis.

Rationale for Option D: This is incorrect. The principle that the three branches of government hold each other accountable was not at the center of the conflict in the Nullification Crisis.

Part B

Rationale for Option A: This is incorrect. The Force Bill did not have a bearing on the concept of separation of powers.

Rationale for Option B: This is incorrect. The Force Bill did not have a bearing on the concept of popular sovereignty.

Rationale for Option C: **Key** – The Force Bill had an impact on the concept of federalism, by which the power is divided between a central authority and constituent units.

Rationale for Option D: This is incorrect. The Force Bill did not surround the concept of checks and balances.

American Government
Spring 2018 Item Release

Question 19

Sample Responses

Sample Response: 2 points

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

Part A

Which principle of government was at the center of the conflict during the Nullification Crisis?

- federalism
- popular sovereignty
- separation of powers
- checks and balances

Part B

How did the federal government's passage of the Force Bill impact the principle you identified in part A?

- The passage of the Force Bill clarified the roles of the branches of the federal government.
- The passage of the Force Bill reinforced the idea that governmental authority is derived from the people.
- The passage of the Force Bill expanded the power of the federal government relative to state governments.
- The passage of the Force Bill changed the ability of branches of government to restrain certain actions of other branches.

Notes on Scoring

This response earns full credit (2 points) because it correctly identifies Option A ("federalism") in Part A as the principle at the center of the conflict and correctly identifies Option C in Part B ("...the Force Bill expanded the power of the federal government relative to state governments").

Sample Response: 1 point

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

Part A

Which principle of government was at the center of the conflict during the Nullification Crisis?

- A federalism
- B popular sovereignty
- C separation of powers
- D checks and balances

Part B

How did the federal government's passage of the Force Bill impact the principle you identified in part A?

- A The passage of the Force Bill clarified the roles of the branches of the federal government.
- B The passage of the Force Bill reinforced the idea that governmental authority is derived from the people.
- C The passage of the Force Bill expanded the power of the federal government relative to state governments.
- D The passage of the Force Bill changed the ability of branches of government to restrain certain actions of other branches.

Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies Option A ("federalism") in Part A as the principle at the center of the conflict, but incorrectly identifies Option B in Part B.

Sample Response: 1 point

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

Part A

Which principle of government was at the center of the conflict during the Nullification Crisis?

- federalism
- popular sovereignty
- separation of powers
- checks and balances

Part B

How did the federal government's passage of the Force Bill impact the principle you identified in part A?

- The passage of the Force Bill clarified the roles of the branches of the federal government.
- The passage of the Force Bill reinforced the idea that governmental authority is derived from the people.
- The passage of the Force Bill expanded the power of the federal government relative to state governments.
- The passage of the Force Bill changed the ability of branches of government to restrain certain actions of other branches.

Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies Option A ("federalism") in Part A as the principle at the center of the conflict, but incorrectly identifies Option D in Part B.

Sample Response: 0 points

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

Part A

Which principle of government was at the center of the conflict during the Nullification Crisis?

- (A) federalism
- (B) popular sovereignty
- (C) separation of powers
- (D) checks and balances

Part B

How did the federal government's passage of the Force Bill impact the principle you identified in part A?

- (A) The passage of the Force Bill clarified the roles of the branches of the federal government.
- (B) The passage of the Force Bill reinforced the idea that governmental authority is derived from the people.
- (C) The passage of the Force Bill expanded the power of the federal government relative to state governments.
- (D) The passage of the Force Bill changed the ability of branches of government to restrain certain actions of other branches.

Notes on Scoring

This response earns no credit (0 points) because it incorrectly identifies Option D ("checks and balances") in Part A.

Sample Response: 0 points

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

Part A

Which principle of government was at the center of the conflict during the Nullification Crisis?

- Ⓐ federalism
- Ⓑ popular sovereignty
- Ⓒ separation of powers
- Ⓓ checks and balances

Part B

How did the federal government's passage of the Force Bill impact the principle you identified in part A?

- Ⓐ The passage of the Force Bill clarified the roles of the branches of the federal government.
- Ⓑ The passage of the Force Bill reinforced the idea that governmental authority is derived from the people.
- Ⓒ The passage of the Force Bill expanded the power of the federal government relative to state governments.
- Ⓓ The passage of the Force Bill changed the ability of branches of government to restrain certain actions of other branches.

Notes on Scoring

This response earns no credit (0 points) because it incorrectly identifies Option C ("separation of powers") in Part A.

American Government
Spring 2018 Item Release

Question 22

Question and Scoring Guidelines

Question 22

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

Part A

A city government is holding a vote to decide whether to construct a new airport on city land. An undecided voter has gathered several sources of information about the proposed airport to help her decide how to vote.

Which source of information about the issue is both credible and relevant?

- Ⓐ a guide to identifying aircraft released by the Federal Aviation Administration
- Ⓑ a website where residents of the city post their opinions about the possible construction of the airport
- Ⓒ a brochure published by the airport's developers promoting the economic benefits of building the airport
- Ⓓ a report on the environmental impact of the airport authored by a group of scientists and urban planners

Part B

Select the **three** reasons why the source that you chose in Part A is credible and relevant.

- It is well written.
- It can be read on the Internet.
- It presents objective facts related to the issue.
- It is written by a group of concerned residents.
- It is focused on the specific issue under consideration.
- It is written by people who have expertise on the issue.
- Its authors have a financial interest in the construction of the airport.

Points Possible: 2

Reporting Category: Principles and Structure

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

Scoring Guidelines

Part A

Rationale for Option A: This is incorrect. A guide on aircraft released by the FAA would be credible; however, it would not be relevant to the decision of whether or not to construct an airport.

Rationale for Option B: This is incorrect. A website that allows citizens to express their opinions would be relevant to the issue; however, the long list of opinions would detract from the potential credibility of this source.

Rationale for Option C: This is incorrect. Although a brochure promoting the economic impact of the airport would be relevant, because it was published by the airport's developers, it is not necessarily credible. The airport's developers have a potential bias in favor of constructing the new airport.

Rationale for Option D: **Key** – A report on the environmental impact of the airport published by scientists and urban planners would be both relevant and credible.

Part B

Rationale for First Option: This is incorrect. A well-written document does not necessarily make the document relevant or credible.

Rationale for Second Option: This is incorrect. Although sources found on the Internet can be relevant and credible, this fact alone does not necessarily make them so.

Rationale for Third Option: **Key** – A report written by scientists and urban planners is highly likely to present objective, well-cited facts.

Rationale for Fourth Option: This is incorrect. Although residents have an interest in the outcome of the issue, a website where residents post their opinions is unlikely to be highly sourced and thus credible.

Rationale for Fifth Option: **Key** – An environmental impact study regarding the construction of the airport is directly relevant to the issue being considered by voters.

Rationale for Sixth Option: **Key** – When a source is prepared by experts on an issue, it is both credible and relevant. Scientists and urban planners would be considered experts when evaluating the environmental impact of constructing a new airport on city land.

Rationale for Seventh Option: When the authors of a source have a financial interest in a certain outcome, the credibility of the source is called into question.

American Government
Spring 2018 Item Release

Question 22

Sample Responses

Sample Response: 2 points

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

Part A

A city government is holding a vote to decide whether to construct a new airport on city land. An undecided voter has gathered several sources of information about the proposed airport to help her decide how to vote.

Which source of information about the issue is both credible and relevant?

- Ⓐ a guide to identifying aircraft released by the Federal Aviation Administration
- Ⓑ a website where residents of the city post their opinions about the possible construction of the airport
- Ⓒ a brochure published by the airport's developers promoting the economic benefits of building the airport
- Ⓓ a report on the environmental impact of the airport authored by a group of scientists and urban planners

Part B

Select the **three** reasons why the source that you chose in Part A is credible and relevant.

- It is well written.
- It can be read on the Internet.
- It presents objective facts related to the issue.
- It is written by a group of concerned residents.
- It is focused on the specific issue under consideration.
- It is written by people who have expertise on the issue.
- Its authors have a financial interest in the construction of the airport.

Notes on Scoring

This response earns full credit (2 points) because it correctly identifies Option D in Part A and Options C, E, F in Part B.

Sample Response: 1 point

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

Part A

A city government is holding a vote to decide whether to construct a new airport on city land. An undecided voter has gathered several sources of information about the proposed airport to help her decide how to vote.

Which source of information about the issue is both credible and relevant?

- Ⓐ a guide to identifying aircraft released by the Federal Aviation Administration
- Ⓑ a website where residents of the city post their opinions about the possible construction of the airport
- Ⓒ a brochure published by the airport's developers promoting the economic benefits of building the airport
- Ⓓ a report on the environmental impact of the airport authored by a group of scientists and urban planners

Part B

Select the **three** reasons why the source that you chose in Part A is credible and relevant.

- It is well written.
- It can be read on the Internet.
- It presents objective facts related to the issue.
- It is written by a group of concerned residents.
- It is focused on the specific issue under consideration.
- It is written by people who have expertise on the issue.
- Its authors have a financial interest in the construction of the airport.

Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies Option D in Part A, but correctly identifies only Options C and F in Part B.

Sample Response: 1 point

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

Part A

A city government is holding a vote to decide whether to construct a new airport on city land. An undecided voter has gathered several sources of information about the proposed airport to help her decide how to vote.

Which source of information about the issue is both credible and relevant?

- Ⓐ a guide to identifying aircraft released by the Federal Aviation Administration
- Ⓑ a website where residents of the city post their opinions about the possible construction of the airport
- Ⓒ a brochure published by the airport's developers promoting the economic benefits of building the airport
- Ⓓ a report on the environmental impact of the airport authored by a group of scientists and urban planners

Part B

Select the **three** reasons why the source that you chose in Part A is credible and relevant.

- It is well written.
- It can be read on the Internet.
- It presents objective facts related to the issue.
- It is written by a group of concerned residents.
- It is focused on the specific issue under consideration.
- It is written by people who have expertise on the issue.
- Its authors have a financial interest in the construction of the airport.

Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies Option D in Part A, but correctly identifies only Options C and E in Part B.

Sample Response: 0 points

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

Part A

A city government is holding a vote to decide whether to construct a new airport on city land. An undecided voter has gathered several sources of information about the proposed airport to help her decide how to vote.

Which source of information about the issue is both credible and relevant?

- Ⓐ a guide to identifying aircraft released by the Federal Aviation Administration
- Ⓑ a website where residents of the city post their opinions about the possible construction of the airport
- Ⓒ a brochure published by the airport's developers promoting the economic benefits of building the airport
- Ⓓ a report on the environmental impact of the airport authored by a group of scientists and urban planners

Part B

Select the **three** reasons why the source that you chose in Part A is credible and relevant.

- It is well written.
- It can be read on the Internet.
- It presents objective facts related to the issue.
- It is written by a group of concerned residents.
- It is focused on the specific issue under consideration.
- It is written by people who have expertise on the issue.
- Its authors have a financial interest in the construction of the airport.

Notes on Scoring

This response earns no credit (0 points) because it incorrectly identifies Option B in Part A.

Sample Response: 0 points

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

Part A

A city government is holding a vote to decide whether to construct a new airport on city land. An undecided voter has gathered several sources of information about the proposed airport to help her decide how to vote.

Which source of information about the issue is both credible and relevant?

- Ⓐ a guide to identifying aircraft released by the Federal Aviation Administration
- Ⓑ a website where residents of the city post their opinions about the possible construction of the airport
- Ⓒ a brochure published by the airport's developers promoting the economic benefits of building the airport
- Ⓓ a report on the environmental impact of the airport authored by a group of scientists and urban planners

Part B

Select the **three** reasons why the source that you chose in Part A is credible and relevant.

- It is well written.
- It can be read on the Internet.
- It presents objective facts related to the issue.
- It is written by a group of concerned residents.
- It is focused on the specific issue under consideration.
- It is written by people who have expertise on the issue.
- Its authors have a financial interest in the construction of the airport.

Notes on Scoring

This response earns no credit (0 points) because it incorrectly identifies Option C in Part A.

American Government
Spring 2018 Item Release

Question 23

Question and Scoring Guidelines

Question 23

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

Part A

Which right allows U.S. citizens to directly participate in the electoral process?

- Ⓐ the right to vote
- Ⓑ the right to a trial by jury
- Ⓒ the right to religious freedom
- Ⓓ the right to legal representation

Part B

What is a responsibility of exercising the right that you selected in Part A?

- Ⓐ serving on a jury
- Ⓑ paying attorney fees
- Ⓒ obtaining a college degree
- Ⓓ being informed on public issues

Points Possible: 2

Reporting Category: Principles and Structure

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

Scoring Guidelines

Part A

Rationale for Option A: **Key** – The right to vote gives U.S. citizens a direct way of participating in the electoral process.

Rationale for Option B: This is incorrect. Although U.S. citizens have the right to a jury trial, it does not provide citizens with a way to directly participate in the electoral process.

Rationale for Option C: This is incorrect. Although U.S. citizens have the right to religious freedom, this right does not give citizens direct access to the electoral process.

Rationale for Option D: This is incorrect. Although citizens accused of a crime have the right to legal representation, this right does not give citizens direct access to the electoral process.

Part B

Rationale for Option A: This is incorrect. Serving on a jury would be a responsibility associated with the right to a trial by jury; however, a trial by jury is not a right associated with participating in the electoral process.

Rationale for Option B: This is incorrect. Paying attorney fees is not required of those who cannot afford it. Additionally, this hypothetical responsibility is not a responsibility associated with the right to vote.

Rationale for Option C: This is incorrect. Obtaining a college degree is not a responsibility associated with exercising one's right to vote.

Rationale for Option D: **Key** – Being informed on public issues is a responsibility associated with the right to vote, which is a right associated with participating in the electoral process.

American Government
Spring 2018 Item Release

Question 23

Sample Responses

Sample Response: 2 points

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

Part A

Which right allows U.S. citizens to directly participate in the electoral process?

- the right to vote
- the right to a trial by jury
- the right to religious freedom
- the right to legal representation

Part B

What is a responsibility of exercising the right that you selected in Part A?

- serving on a jury
- paying attorney fees
- obtaining a college degree
- being informed on public issues

Notes on Scoring

This response earns full credit (2 points) because it correctly identifies Option A in Part A and Option D in Part B.

Sample Response: 1 point

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

Part A

Which right allows U.S. citizens to directly participate in the electoral process?

- the right to vote
- the right to a trial by jury
- the right to religious freedom
- the right to legal representation

Part B

What is a responsibility of exercising the right that you selected in Part A?

- serving on a jury
- paying attorney fees
- obtaining a college degree
- being informed on public issues

Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies Option A in Part A, but incorrectly identifies Option B in Part B.

Sample Response: 1 point

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

Part A

Which right allows U.S. citizens to directly participate in the electoral process?

- the right to vote
- the right to a trial by jury
- the right to religious freedom
- the right to legal representation

Part B

What is a responsibility of exercising the right that you selected in Part A?

- serving on a jury
- paying attorney fees
- obtaining a college degree
- being informed on public issues

Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies Option A in Part A, but incorrectly identifies Option C in Part B.

Sample Response: 0 points

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

Part A

Which right allows U.S. citizens to directly participate in the electoral process?

- Ⓐ the right to vote
- Ⓑ the right to a trial by jury
- Ⓒ the right to religious freedom
- Ⓓ the right to legal representation

Part B

What is a responsibility of exercising the right that you selected in Part A?

- Ⓐ serving on a jury
- Ⓑ paying attorney fees
- Ⓒ obtaining a college degree
- Ⓓ being informed on public issues

Notes on Scoring

This response earns no credit (0 points) because it incorrectly identifies Option C in Part A.

Sample Response: 0 points

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

Part A

Which right allows U.S. citizens to directly participate in the electoral process?

- Ⓐ the right to vote
- Ⓑ the right to a trial by jury
- Ⓒ the right to religious freedom
- Ⓓ the right to legal representation

Part B

What is a responsibility of exercising the right that you selected in Part A?

- Ⓐ serving on a jury
- Ⓑ paying attorney fees
- Ⓒ obtaining a college degree
- Ⓓ being informed on public issues

Notes on Scoring

This response earns no credit (0 points) because it incorrectly identifies Option B in Part A.

American Government
Spring 2018 Item Release

Question 25

Question and Scoring Guidelines

Question 25

The 15th, 19th, 24th, and 26th Amendments to the U.S. Constitution extended voting rights to previously disenfranchised groups.

Identify the groups that gained the right to vote as a result of these amendments.

Click on the groups you want to select.

Groups That Gained the Right To Vote

21-year-olds

Former slaves

The poor

Convicted felons

The elderly

Women

African Americans

18-year-olds

Points Possible: 2

Reporting Category: Historic Documents

Content Statement: Four amendments have provided for extensions of suffrage to disenfranchised groups. (16)

Scoring Guidelines

For this item, a full-credit response includes:

- “Former slaves” selected;
AND
- “The poor” selected;
AND
- “African Americans” selected;
AND
- “Women” selected;
AND
- “18-year-olds” selected (2 points).

For this item, a partial-credit response includes:

- 3 or 4 correct answers selected with no more than one incorrect selection (1 point).

American Government
Spring 2018 Item Release

Question 25

Sample Responses

Sample Response: 2 points

The 15th, 19th, 24th, and 26th Amendments to the U.S. Constitution extended voting rights to previously disenfranchised groups.

Identify the groups that gained the right to vote as a result of these amendments.

Click on the groups you want to select.

Groups That Gained the Right To Vote

21-year-olds

Former slaves

The poor

Convicted felons

The elderly

Women

African Americans

18-year-olds

Notes on Scoring

This response earns full credit (2 points) because all five groups that gained the right to vote through the given amendments are correctly identified.

Sample Response: 1 point

The 15th, 19th, 24th, and 26th Amendments to the U.S. Constitution extended voting rights to previously disenfranchised groups.

Identify the groups that gained the right to vote as a result of these amendments.

Click on the groups you want to select.

Groups That Gained the Right To Vote

21-year-olds

Former slaves

The poor

Convicted felons

The elderly

Women

African Americans

18-year-olds

Notes on Scoring

This response earns partial credit (1 point) because four of the five groups that gained the right to vote through the given amendments are correctly identified.

Sample Response: 1 point

The 15th, 19th, 24th, and 26th Amendments to the U.S. Constitution extended voting rights to previously disenfranchised groups.

Identify the groups that gained the right to vote as a result of these amendments.

Click on the groups you want to select.

Groups That Gained the Right To Vote

21-year-olds

Former slaves

The poor

Convicted felons

The elderly

Women

African Americans

18-year-olds

Notes on Scoring

This response earns partial credit (1 point) because three of the five groups that gained the right to vote through the given amendments are correctly identified.

Sample Response: 0 points

The 15th, 19th, 24th, and 26th Amendments to the U.S. Constitution extended voting rights to previously disenfranchised groups.

Identify the groups that gained the right to vote as a result of these amendments.

Click on the groups you want to select.

Groups That Gained the Right To Vote

21-year-olds

Former slaves

The poor

Convicted felons

The elderly

Women

African Americans

18-year-olds

Notes on Scoring

This response earns no credit (0 points) because only two of the five groups that gained the right to vote through the given amendments are correctly identified (i.e., "African Americans" and "Women").

Sample Response: 0 points

The 15th, 19th, 24th, and 26th Amendments to the U.S. Constitution extended voting rights to previously disenfranchised groups.

Identify the groups that gained the right to vote as a result of these amendments.

Click on the groups you want to select.

Groups That Gained the Right To Vote

21-year-olds

Former slaves

The poor

Convicted felons

The elderly

Women

African Americans

18-year-olds

Notes on Scoring

This response earns no credit (0 points) because only two of the five groups that gained the right to vote through the given amendments are correctly identified (i.e., "The poor" and "African Americans").

American Government
Spring 2018 Item Release

Question 32

Question and Scoring Guidelines

Question 32

The legislative, executive and judicial branches of the federal government each have specific powers.

Which power belongs to the judicial branch?

- Ⓐ enforcing laws
- Ⓑ interpreting laws
- Ⓒ passing resolutions
- Ⓓ recognizing foreign nations

Points Possible: 1

Reporting Category: Principles and Structure

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

Scoring Guidelines

Rationale for Option A: This is incorrect. Only the executive branch of the federal government has the power to enforce laws.

Rationale for Option B: **Key** – The judicial branch of the federal government settles disputes under the law and interprets laws by using the Constitution.

Rationale for Option C: This is incorrect. Only the legislative branch of the federal government has the power to pass resolutions.

Rationale for Option D: This is incorrect. Only the executive branch of the federal government has the power to recognize foreign nations.

Sample Response: 1 point

The legislative, executive and judicial branches of the federal government each have specific powers.

Which power belongs to the judicial branch?

- (A) enforcing laws
- (B) interpreting laws
- (C) passing resolutions
- (D) recognizing foreign nations

American Government
Spring 2018 Item Release

Question 38

Question and Scoring Guidelines

Question 38

How did the adoption of the Ohio Constitution of 1851 weaken the power of the General Assembly?

- Ⓐ by creating district courts throughout the state
- Ⓑ by banning the use of poll taxes during elections
- Ⓒ by allowing people to begin voting for the office of governor
- Ⓓ by establishing that major executive officials would be directly elected by the people

Points Possible: 1

Reporting Category: Historic Documents

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

Scoring Guidelines

Rationale for Option A: This is incorrect. The creation of district courts in the Ohio Constitution of 1851 added an additional element to the state judicial branch. It did not weaken the power of the Ohio General Assembly in any way.

Rationale for Option B: This is incorrect. The prohibition of poll taxes in the Ohio Constitution of 1851 increased suffrage rights in the state, but it did not weaken the power of the Ohio General Assembly.

Rationale for Option C: This is incorrect. The governor of Ohio had been an elected official under the original Constitution in Ohio. The Ohio Constitution of 1851 did not allow people to begin voting for the office of governor; this tradition already existed. Therefore, the process for electing the governor under the original Constitution and the Ohio Constitution of 1851 had no impact on the power of the General Assembly.

Rationale for Option D: **Key** – The Ohio Constitution of 1851 required the direct election of major executive officials as well as judges serving in the state judicial branch. This significantly weakened the power of the General Assembly, which under Ohio's original constitution had the power to directly appoint many major government officials.

Sample Response: 1 point

How did the adoption of the Ohio Constitution of 1851 weaken the power of the General Assembly?

- Ⓐ by creating district courts throughout the state
- Ⓑ by banning the use of poll taxes during elections
- Ⓒ by allowing people to begin voting for the office of governor
- Ⓓ by establishing that major executive officials would be directly elected by the people

American Government
Spring 2018 Item Release

Question 42

Question and Scoring Guidelines

Question 42

After a call for reforms by a citizens' group, the government decides that increased regulations on the manufacture of cars are needed to ensure the correct types of airbags are used in the production of all cars. These regulations have economic costs and benefits for consumers.

Select the boxes to identify whether each result of government regulation in this example is an economic cost or benefit for consumers.

	Economic Cost	Economic Benefit
The average price of cars increased.	<input type="checkbox"/>	<input type="checkbox"/>
The amount of time needed to produce cars increased.	<input type="checkbox"/>	<input type="checkbox"/>
Fewer injuries occurred, reducing the need for medical care.	<input type="checkbox"/>	<input type="checkbox"/>

Points Possible: 1

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:

- The student selects "Economic Cost" for "The average price of cars increased.";
- AND
- The student selects "Economic Cost" for "The amount of time needed to produce cars increased.";
- AND
- The student selects "Economic Benefit" for "Fewer injuries occurred, reducing the need for medical care." (1 point)

American Government
Spring 2018 Item Release

Question 42

Sample Responses

Sample Response: 1 point

After a call for reforms by a citizens' group, the government decides that increased regulations on the manufacture of cars are needed to ensure the correct types of airbags are used in the production of all cars. These regulations have economic costs and benefits for consumers.

Select the boxes to identify whether each result of government regulation in this example is an economic cost or benefit for consumers.

	Economic Cost	Economic Benefit
The average price of cars increased.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The amount of time needed to produce cars increased.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Fewer injuries occurred, reducing the need for medical care.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Notes on Scoring

This response earns full credit (1 point) because it correctly matches the result of government regulation with "Economic Cost" or "Economic Benefit".

Sample Response: 0 points

After a call for reforms by a citizens' group, the government decides that increased regulations on the manufacture of cars are needed to ensure the correct types of airbags are used in the production of all cars. These regulations have economic costs and benefits for consumers.

Select the boxes to identify whether each result of government regulation in this example is an economic cost or benefit for consumers.

	Economic Cost	Economic Benefit
The average price of cars increased.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The amount of time needed to produce cars increased.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Fewer injuries occurred, reducing the need for medical care.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Notes on Scoring

This response earns no credit (0 points) because it correctly matches only two of the results of government regulation with "Economic Cost" or "Economic Benefit". (The average price of cars..." with "Economic Cost"; and "Fewer injuries occurred..." with "Economic Benefit").

Sample Response: 0 points

After a call for reforms by a citizens' group, the government decides that increased regulations on the manufacture of cars are needed to ensure the correct types of airbags are used in the production of all cars. These regulations have economic costs and benefits for consumers.

Select the boxes to identify whether each result of government regulation in this example is an economic cost or benefit for consumers.

	Economic Cost	Economic Benefit
The average price of cars increased.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The amount of time needed to produce cars increased.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Fewer injuries occurred, reducing the need for medical care.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Notes on Scoring

This response earns no credit (0 points) because it does not correctly match any of the results of government regulation with "Economic Cost" or "Economic Benefit".

The Ohio Department of Education does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment or the provision of services.

Copyright © 2018 by the Ohio Department of Education. All rights reserved.