

# Ohio's State Tests

**ITEM RELEASE**

**SPRING 2021**

**AMERICAN  
HISTORY**

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**American History**  
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**Content Summary and Answer Key**

Question No.*	Item Type	Reporting Category	Content Statement	Depth of Knowledge	Answer Key	Points
1	Multiple Choice Item	1945 – Present	The Second Red Scare and McCarthyism reflected Cold War fears in American society. (AH.24)	Level 1	A	1 point
3	Multiple Choice Item	1945 – Present	Focusing on domestic policy, the United States faces ongoing social, political, national security and economic challenges in the post-Cold War era and following the attacks on September 11, 2001. (AH.32)	Level 1	B	1 point
4	Multiple Choice Item	1877 – 1945	Movements such as the Harlem Renaissance, African-American migration, women’s suffrage, and Prohibition all contributed to social change. (AH.18)	Level 1	B	1 point
6	Matching Item	1945 – Present	Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights. (AH.27)	Level 2	---	2 points
9	Multiple Choice Item	Skills and Documents	The Northwest Ordinance elaborates on the rights and role of the people in building the foundations of the American nation through its establishment of natural rights and setting up educational institutions. (AH.5)	Level 1	A	1 point
10	Multiple Choice Item	1877 – 1945	The Progressive era was an effort to address the ills of American society stemming from industrial capitalism, urbanization and political corruption. (AH.13)	Level 2	C	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.

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Content Summary and Answer Key**

Question No.*	Item Type	Reporting Category	Content Statement	Depth of Knowledge	Answer Key	Points
11	Multiple Choice Item	1877 – 1945	The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions, laissez-faire policies toward big business, and violence toward supporters of organized labor. (AH.9)	Level 3	D	1 point
12	Multiple Choice Item	1877 – 1945	The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions, laissez-faire policies toward big business, and violence toward supporters of organized labor. (AH.9)	Level 2	A	1 point
15	Multiple Choice Item	1945 – Present	Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age. (AH.22)	Level 2	B; A	2 points
17	Grid Item	1877 – 1945	After World War I, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs. (AH.15)	Level 2	---	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.

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Content Summary and Answer Key**

Question No.*	Item Type	Reporting Category	Content Statement	Depth of Knowledge	Answer Key	Points
18	Grid Item	1877 – 1945	As a result of overseas expansion, the Spanish-American War, and World War I, the United States emerged as a world power. <i>(AH.14)</i>	Level 2	---	2 points
20	Evidence-Based Selected Response	Skills and Documents	The debate presented by the Federalist and Anti-Federalist Papers over protections for individuals and limits on government power resulted in the Bill of Rights. The Bill of Rights provides constitutional protections for individual liberties and limits on governmental power. <i>(AH.7)</i>	Level 2	A; A, B	2 points
33	Multiple Choice Item	1945 – Present	Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security. <i>(AH.30)</i>	Level 2	A	1 point
34	Grid Item	Skills and Documents	The use of primary and secondary sources of information includes an examination of the credibility of each source. <i>(AH.1)</i>	Level 2	---	2 points
39	Grid Item	1877 – 1945	Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized. <i>(AH.12)</i>	Level 2	---	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.

## **Depth of Knowledge (DOK)**

Each test item is assigned a Depth of Knowledge (DOK) level. Descriptions of the three DOK levels from Karin Hess are provided below.

### **Level 1 Recall of Information**

Level 1 asks students to recall facts, terms, concepts, trends, generalizations and theories or to recognize or identify specific information contained in graphics. This level generally requires students to identify, list, or define. The items at this level usually ask the student to recall who, what, when and where. Items that require students to “describe” and “explain” could be classified at Level 1 or 2 depending on what is to be described and explained. A Level 1 “describe or explain” would recall, recite or reproduce information. Items that require students to recognize or identify specific information contained in maps, charts, tables, graphs or drawings are generally Level 1.

### **Level 2 Basic Reasoning**

Level 2 includes the engagement of some mental processing beyond recalling or reproducing a response. This level generally requires students to contrast or compare people, places, events and concepts; convert information from one form to another; give an example; classify or sort items into meaningful categories; describe, interpret or explain issues and problems, patterns, reasons, causes and effect, significance or impact, relationships, points of view or processes. A Level 2 “describe or explain” would require students to go beyond a description or explanation of recalled information to describe or explain a result or “how” or “why.”

### **Level 3 Complex Reasoning**

Level 3 requires reasoning, using evidence, and a higher level of thinking than the previous two levels. Students would go beyond explaining or describing “how or why” to justifying the “how and why” through application and evidence. The cognitive demands at Level 3 are more complex and more abstract than Levels 1 or 2. Items at Level 3 include drawing conclusions; citing evidence; applying concepts to new situations; using concepts to solve problems; analyzing similarities and differences in issues and problems; proposing and evaluating solutions to problems; recognizing and explaining misconceptions or making connections across time and place to explain a concept or big idea.

*Excerpt from “Applying Webb’s Depth-of-Knowledge (DOK) Levels in Social Studies” by Karin K. Hess. Copyright © 2005 Karin Hess, National Center for Assessment, Dover, NH. Used with permission.*

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**Question 1**

**Question and Scoring Guidelines**



## Question 1

Which factor fueled debate over national security in the United States during the 1940s and 1950s?

- Ⓐ the fear of communist infiltration
- Ⓑ the development of nuclear power plants
- Ⓒ the slow economic growth following World War II
- Ⓓ the expansion of U.S. involvement in South Vietnam

**Points Possible:** 1

**Reporting Category:** 1945 – Present

**Content Statement:** The Second Red Scare and McCarthyism reflected Cold War fears in American society. (AH.24)

**Depth of Knowledge:** Level 1

Level 1 asks students to recall facts, terms, concepts, trends, generalizations and theories or to recognize or identify specific information contained in graphics. This level generally requires students to identify, list, or define. The items at this level usually ask the student to recall who, what, when and where. Items that require students to “describe” and “explain” could be classified at Level 1 or 2 depending on what is to be described and explained. A Level 1 “describe or explain” would recall, recite or reproduce information. Items that require students to recognize or identify specific information contained in maps, charts, tables, graphs or drawings are generally Level 1.

## Scoring Guidelines

Rationale for Option A: Key – Fear of communist infiltration led to intense debates about U.S. national security policy, particularly with regard to how national security concerns impacted the protection of civil liberties.

Rationale for Option B: This is incorrect. The development of nuclear power plants was a major factor fueling debate over national energy security during the 1970s, not during the 1940s and 1950s.

Rationale for Option C: This is incorrect. There was no economic stagnation immediately following World War II. Instead, there was economic prosperity, since American enterprises were still running with wartime productivity. When there was an economic downturn, debates centered on the government's role in the economy and social welfare, not national security.

Rationale for Option D: This is incorrect. Anti-war protests concerning U.S. involvement in South Vietnam did lead to national debates over U.S. national security policy, but during the 1960s and 1970s, not during the 1940s and 1950s.

### Sample Response: 1 point

Which factor fueled debate over national security in the United States during the 1940s and 1950s?

- the fear of communist infiltration
- the development of nuclear power plants
- the slow economic growth following World War II
- the expansion of U.S. involvement in South Vietnam

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**Question 3**

**Question and Scoring Guidelines**

### Question 3

The USA PATRIOT Act was passed in response to which event?

- Ⓐ the invasion of Iraq on March 20, 2003
- Ⓑ the terrorist attacks of September 11, 2001
- Ⓒ the stock market crash of September 29, 2008
- Ⓓ the Boston Marathon bombing on April 15, 2013

**Points Possible:** 1

**Reporting Category:** 1945 – Present

**Content Statement:** Focusing on domestic policy, the United States faces ongoing social, political, national security and economic challenges in the post-Cold War era and following the attacks on September 11, 2001. (AH.32)

**Depth of Knowledge:** Level 1

Level 1 asks students to recall facts, terms, concepts, trends, generalizations and theories or to recognize or identify specific information contained in graphics. This level generally requires students to identify, list, or define. The items at this level usually ask the student to recall who, what, when and where. Items that require students to “describe” and “explain” could be classified at Level 1 or 2 depending on what is to be described and explained. A Level 1 “describe or explain” would recall, recite or reproduce information. Items that require students to recognize or identify specific information contained in maps, charts, tables, graphs or drawings are generally Level 1.

## Scoring Guidelines

Rationale for Option A: This is incorrect. The invasion of Iraq occurred after the USA PATRIOT ACT was passed on October 26, 2001.

Rationale for Option B: **Key** – The USA PATRIOT ACT was intended to increase security in the wake of the September 11, 2001, terrorist attacks to prevent further acts of terrorism.

Rationale for Option C: This is incorrect. The market crash occurred after the USA PATRIOT ACT was passed on October 26, 2001.

Rationale for Option D: This is incorrect. The Boston Marathon bombing occurred after the USA PATRIOT ACT was passed on October 26, 2001.

### Sample Response: 1 point

The USA PATRIOT Act was passed in response to which event?

- (A) the invasion of Iraq on March 20, 2003
- (B) the terrorist attacks of September 11, 2001
- (C) the stock market crash of September 29, 2008
- (D) the Boston Marathon bombing on April 15, 2013

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**Question 4**

**Question and Scoring Guidelines**

## Question 4

Which effect did the ratification of the 19th Amendment have on American society?

- Ⓐ It led to the growth of organized crime.
- Ⓑ It increased the number of eligible voters.
- Ⓒ It prohibited the sale of alcoholic beverages.
- Ⓓ It lowered the required age for participation in elections.

**Points Possible:** 1

**Reporting Category:** 1877 – 1945

**Content Statement:** Movements such as the Harlem Renaissance, African-American migration, women's suffrage, and Prohibition all contributed to social change. *(AH.18)*

**Depth of Knowledge:** Level 1

Level 1 asks students to recall facts, terms, concepts, trends, generalizations and theories or to recognize or identify specific information contained in graphics. This level generally requires students to identify, list, or define. The items at this level usually ask the student to recall who, what, when and where. Items that require students to "describe" and "explain" could be classified at Level 1 or 2 depending on what is to be described and explained. A Level 1 "describe or explain" would recall, recite or reproduce information. Items that require students to recognize or identify specific information contained in maps, charts, tables, graphs or drawings are generally Level 1.

## Scoring Guidelines

Rationale for Option A: This is incorrect. The 18th Amendment, which prohibited the sale of alcoholic beverages, led to an increase in organized crime. The 19th Amendment gave women the right to vote.

Rationale for Option B: **Key** – With the ratification of the 19th Amendment, women gained suffrage rights and the electorate grew in size.

Rationale for Option C: This is incorrect. The 18th Amendment, not the 19th Amendment, led to the prohibition of alcoholic beverages.

Rationale for Option D: This is incorrect. The 26th Amendment, not the 19th Amendment, lowered the voting age from 21 years old to 18 years old.

### Sample Response: 1 point

Which effect did the ratification of the 19th Amendment have on American society?

- Ⓐ It led to the growth of organized crime.
- Ⓑ It increased the number of eligible voters.
- Ⓒ It prohibited the sale of alcoholic beverages.
- Ⓓ It lowered the required age for participation in elections.



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**Question 6**

**Question and Scoring Guidelines**

## Question 6

Select the boxes to identify the primary goal of each civil rights organization.

	<b>NAACP</b>	<b>NOW</b>	<b>AIM</b>	<b>UFW</b>
Improved conditions for migrant workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fair treatment of women in the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognition of rights for American Indians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prohibition of racial segregation in public schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Points Possible:** 2

**Reporting Category:** 1945 – Present

**Content Statement:** Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights. (AH.27)

**Depth of Knowledge:** Level 2

Level 2 includes the engagement of some mental processing beyond recalling or reproducing a response. This level generally requires students to contrast or compare people, places, events and concepts; convert information from one form to another; give an example; classify or sort items into meaningful categories; describe, interpret or explain issues and problems, patterns, reasons, causes and effect, significance or impact, relationships, points of view or processes. A Level 2 “describe or explain” would require students to go beyond a description or explanation of recalled information to describe or explain a result or “how” or “why.”

## Scoring Guidelines

For this item, a full-credit response includes:

- “UFW” selected for “Improved conditions for migrant workers”  
AND
- “NOW” selected for “Fair treatment of women in the workplace”  
AND
- “AIM” selected for “Recognition of rights for American Indians”  
AND
- “NAACP” selected for “Prohibition of racial segregation in public schools” (2 points).

For this item, a partial-credit response includes:

- at least two correct responses as designated in the full-credit response rubric above (1 point).

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**Question 6**

**Sample Responses**

## Sample Response: 2 points

Select the boxes to identify the primary goal of each civil rights organization.

	<b>NAACP</b>	<b>NOW</b>	<b>AIM</b>	<b>UFW</b>
Improved conditions for migrant workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Fair treatment of women in the workplace	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognition of rights for American Indians	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Prohibition of racial segregation in public schools	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Notes on Scoring

This response earns full credit (2 points) because it correctly identifies the primary goal of each civil rights organization.

## Sample Response: 1 point

Select the boxes to identify the primary goal of each civil rights organization.

	<b>NAACP</b>	<b>NOW</b>	<b>AIM</b>	<b>UFW</b>
Improved conditions for migrant workers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Fair treatment of women in the workplace	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognition of rights for American Indians	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Prohibition of racial segregation in public schools	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies the primary goal of three civil rights organizations.

## Sample Response: 1 point

Select the boxes to identify the primary goal of each civil rights organization.

	<b>NAACP</b>	<b>NOW</b>	<b>AIM</b>	<b>UFW</b>
Improved conditions for migrant workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Fair treatment of women in the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Recognition of rights for American Indians	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prohibition of racial segregation in public schools	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies the primary goal of two civil rights organizations.

### Sample Response: 0 points

Select the boxes to identify the primary goal of each civil rights organization.

	<b>NAACP</b>	<b>NOW</b>	<b>AIM</b>	<b>UFW</b>
Improved conditions for migrant workers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fair treatment of women in the workplace	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognition of rights for American Indians	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prohibition of racial segregation in public schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### Notes on Scoring

This response earns no credit (0 points) because it incorrectly identifies the primary goal of three civil rights organizations. In order to earn partial credit, a response must identify the primary goal of at least two civil rights organizations.



## Sample Response: 0 points

Select the boxes to identify the primary goal of each civil rights organization.

	<b>NAACP</b>	<b>NOW</b>	<b>AIM</b>	<b>UFW</b>
Improved conditions for migrant workers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fair treatment of women in the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Recognition of rights for American Indians	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prohibition of racial segregation in public schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### Notes on Scoring

This response earns no credit (0 points) because it incorrectly identifies the primary goal of all four civil rights organizations.

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**Question 9**

**Question and Scoring Guidelines**

## Question 9

Which provision was found in the Northwest Ordinance and was also later included in the U.S. Constitution?

- Ⓐ the prohibition of slavery
- Ⓑ full voting rights for women
- Ⓒ the establishment of a national religion
- Ⓓ an income tax on all employed citizens

**Points Possible:** 1

**Reporting Category:** Skills and Documents

**Content Statement:** The Northwest Ordinance elaborates on the rights and role of the people in building the foundations of the American nation through its establishment of natural rights and setting up educational institutions. (AH.5)

**Depth of Knowledge:** Level 1

Level 1 asks students to recall facts, terms, concepts, trends, generalizations and theories or to recognize or identify specific information contained in graphics. This level generally requires students to identify, list, or define. The items at this level usually ask the student to recall who, what, when and where. Items that require students to “describe” and “explain” could be classified at Level 1 or 2 depending on what is to be described and explained. A Level 1 “describe or explain” would recall, recite or reproduce information. Items that require students to recognize or identify specific information contained in maps, charts, tables, graphs or drawings are generally Level 1.

## Scoring Guidelines

Rationale for Option A: **Key** – The Northwest Ordinance prohibited slavery and this was later enshrined in the U.S. Constitution by the 13th Amendment.

Rationale for Option B: This is incorrect. Women were not granted the right to vote by the Northwest Ordinance.

Rationale for Option C: This is incorrect. Both the Northwest Ordinance and the U.S. Constitution provide religious freedom and prevent the adoption of an established religion.

Rationale for Option D: This is incorrect. Although the U.S. Constitution was amended to allow for a federal income tax, the requirement of such a tax was not included in the Northwest Ordinance.

### Sample Response: 1 point

Which provision was found in the Northwest Ordinance and was also later included in the U.S. Constitution?

- the prohibition of slavery
- full voting rights for women
- the establishment of a national religion
- an income tax on all employed citizens

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**Stimulus for Questions 10 – 12**

## Stimulus for Questions 10 – 12

### Perspectives of Industrialization

Three sources from the early 1900s are shown. The first two sources are book excerpts written by authors concerned about problems related to industrialization in the United States. The third source is an interview excerpt in which a 72-year-old woman describes her experiences as a young factory worker during the early 1900s.

#### **Source 1: *The Jungle***

by Upton Sinclair

There were the wool-pluckers, whose hands went to pieces even sooner than the hands of the pickle men; for the pelts of the sheep had to be painted with acid to loosen the wool, and then the pluckers had to pull out this wool with their bare hands . . . There were those who made the tins for the canned meat; and their hands, too, were a maze of cuts, and each cut represented a chance for blood poisoning. . . . Worst of any, however, were the fertilizer men, and those who served in the cooking rooms. These people could not be shown to the visitor,—for the odor of a fertilizer man would scare any ordinary visitor at a hundred yards.

Excerpt from *The Jungle*, by Upton Sinclair. In the public domain.

#### **Source 2: *The Wreck of the Home***

by Ann Daniel

The new law relating to manufacturing in tenement-houses, provides that thirty-three distinct industries may be carried on in the living rooms of the workers—manufacturing all of which requires hand work or simple machinery. Every garment worn by a woman is found being manufactured in tenement rooms. The coarsest home-wrappers to the daintiest lace gown for a fine evening function are manufactured in these rooms. Corsets and shoes are the most uncommon. The adornments of woman's dress, the flowers and feathers for her hats, the hats themselves—these I have seen being made in the presence of small-pox, on the lounge with the patient. In this case the hats belonged to a Broadway firm. All clothing worn by infants and young children—dainty little dresses—I have seen on the same bed with children sick of contagious diseases and into these little garments is sewed some of the contagion.

Excerpt from *The Wreck of the Home*, by Ann Daniel. In the public domain.

**Source 3: Interview with Ms. Dee**  
Federal Writers Project

"My first job was in the Thompson-[Langdon?] Corset factory . I did nice work glove fitting. I worked from seven in the morning till six at night, with an hour off for lunch. We used to get up before six and walk about a mile to work , and then walk back at night. . . . I worked part time and made ten to twelve dollars a week. Then I went to work at the Star Shirt factory, as a buttonhole operator . I was a good worker . . . and we had to work only until five o'clock on Saturdays and we thought it was wonderful. Then the [union] came in . . . I joined it—I didn't want them to think I was deriving the benefits without paying in my share. The workers went out on strike and I went too. The company moved to Baltimore, Maryland—some of the workers went down with the company—I would have gone too if I didn't have my mother to look after. The company didn't want to be [dictated] to—and you can't blame them in a way. If you had twenty-five thousand dollars you wouldn't want anyone to tell you what to do."

Excerpt from the Federal Writers Project. In the public domain.

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**Question 10**

**Question and Scoring Guidelines**



## Question 10

What were the authors of Source 1 and Source 2 drawing attention to?

- Ⓐ the growth of labor unions
- Ⓑ industrialization's impact on rural areas
- Ⓒ dangerous industrial working conditions
- Ⓓ the growing power of corporate monopolies

**Points Possible:** 1

**Reporting Category:** 1877 – 1945

**Content Statement:** The Progressive era was an effort to address the ills of American society stemming from industrial capitalism, urbanization and political corruption. (AH.13)

**Depth of Knowledge:** Level 2

Level 2 includes the engagement of some mental processing beyond recalling or reproducing a response. This level generally requires students to contrast or compare people, places, events and concepts; convert information from one form to another; give an example; classify or sort items into meaningful categories; describe, interpret or explain issues and problems, patterns, reasons, causes and effect, significance or impact, relationships, points of view or processes. A Level 2 "describe or explain" would require students to go beyond a description or explanation of recalled information to describe or explain a result or "how" or "why."

## Scoring Guidelines

Rationale for Option A: This is incorrect. Neither Source 1 nor Source 2 describes the growth of labor unions.

Rationale for Option B: This is incorrect. Neither Source 1 nor Source 2 describes industrialization's impact on rural areas.

Rationale for Option C: **Key** – Source 1 vividly describes working conditions inside a meat-processing plant and Source 2 describes overcrowded, disease-infested tenements where women's clothing was produced.

Rationale for Option D: This is incorrect. Neither Source 1 nor Source 2 describes the influence of corporate monopolies.

### Sample Response: 1 point

What were the authors of Source 1 and Source 2 drawing attention to?

- Ⓐ the growth of labor unions
- Ⓑ industrialization's impact on rural areas
- Ⓒ dangerous industrial working conditions
- Ⓓ the growing power of corporate monopolies

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**Question 11**

**Question and Scoring Guidelines**

## Question 11

What is described by the interview subject in Source 3?

- Ⓐ the overcrowding of cities
- Ⓑ the mechanization of agricultural work
- Ⓒ the unsanitary working conditions in large factories
- Ⓓ the unintended consequences of labor union activity

**Points Possible:** 1

**Reporting Category:** 1877 – 1945

**Content Statement:** The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions, laissez-faire policies toward big business, and violence toward supporters of organized labor. (AH.9)

**Depth of Knowledge:** Level 3

Level 3 requires reasoning, using evidence, and a higher level of thinking than the previous two levels. Students would go beyond explaining or describing “how or why” to justifying the “how and why” through application and evidence. The cognitive demands at Level 3 are more complex and more abstract than Levels 1 or 2. Items at Level 3 include drawing conclusions; citing evidence; applying concepts to new situations; using concepts to solve problems; analyzing similarities and differences in issues and problems; proposing and evaluating solutions to problems; recognizing and explaining misconceptions or making connections across time and place to explain a concept or big idea.

## Scoring Guidelines

Rationale for Option A: This is incorrect. The only reference to a city in Source 3 is when the interview subject describes her company's relocation to Baltimore, Maryland. At no point does the interview subject describe overcrowded cities.

Rationale for Option B: This is incorrect. The interview subject in Source 3 describes her experiences as a factory worker. She makes no mention of agricultural work.

Rationale for Option C: This is incorrect. Although the interview subject in Source 3 describes long working hours and low pay, she makes no complaints about sanitary conditions at her factory.

Rationale for Option D: **Key** – In Source 3, the interview subject describes how the company she was working for relocated after being confronted by striking labor union members. This description illustrates an unintended consequence of labor union activity.

### Sample Response: 1 point

What is described by the interview subject in Source 3?

- (A) the overcrowding of cities
- (B) the mechanization of agricultural work
- (C) the unsanitary working conditions in large factories
- (D) the unintended consequences of labor union activity

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**Question 12**

**Question and Scoring Guidelines**

## Question 12

Which effect of industrialization is described at varying levels of detail in all three sources?

- Ⓐ unregulated working conditions
- Ⓑ overcrowded housing conditions
- Ⓒ the establishment of labor unions
- Ⓓ the growth of immigrant communities

**Points Possible:** 1

**Reporting Category:** 1877 – 1945

**Content Statement:** The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions, laissez-faire policies toward big business, and violence toward supporters of organized labor. (AH.9)

**Depth of Knowledge:** Level 2

Level 2 includes the engagement of some mental processing beyond recalling or reproducing a response. This level generally requires students to contrast or compare people, places, events and concepts; convert information from one form to another; give an example; classify or sort items into meaningful categories; describe, interpret or explain issues and problems, patterns, reasons, causes and effect, significance or impact, relationships, points of view or processes. A Level 2 “describe or explain” would require students to go beyond a description or explanation of recalled information to describe or explain a result or “how” or “why.”

## Scoring Guidelines

Rationale for Option A: Key – In Source 1, physically dangerous work in a meat-processing plant is described. In Source 2, an overcrowded, disease-infested manufacturing tenement is described. In Source 3, extremely long work days are described. Collectively taken, the three sources all describe problems related to unregulated industrial working conditions.

Rationale for Option B: This is incorrect. Overcrowded housing conditions (i.e., tenement houses) are described in Source 2, but are not described in Source 1 or Source 3.

Rationale for Option C: This is incorrect. Source 3 describes labor union activity; however, there is no mention of labor unions in Source 1 or Source 2.

Rationale for Option D: This is incorrect. None of the three sources describe the growth of immigrant communities.

### Sample Response: 1 point

Which effect of industrialization is described at varying levels of detail in all three sources?

- A unregulated working conditions
- B overcrowded housing conditions
- C the establishment of labor unions
- D the growth of immigrant communities



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**Question 15**

**Question and Scoring Guidelines**

## Question 15

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

### Part A

For four years after the end of World War II, the United States was the world's only superpower.

Which action established the Soviet Union as a second superpower?

- Ⓐ It invaded and occupied Japan.
- Ⓑ It successfully tested an atomic bomb.
- Ⓒ It launched a satellite into orbit around Earth.
- Ⓓ It supported North Korea's invasion of South Korea.

### Part B

What effect did the action taken by the Soviet Union in part A have on international relations?

- Ⓐ It began an arms race between the United States and the Soviet Union.
- Ⓑ It caused a direct conflict between the armed forces of the United States and the Soviet Union.
- Ⓒ It began a period of collaboration in space exploration between the United States and the Soviet Union.
- Ⓓ It caused the United States and the Soviet Union to work cooperatively in governing territories occupied after World War II.

**Points Possible:** 2

**Reporting Category:** 1945 – Present

**Content Statement:** Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age.  
(AH.22)

**Depth of Knowledge:** Level 2

Level 2 includes the engagement of some mental processing beyond recalling or reproducing a response. This level generally requires students to contrast or compare people, places, events and concepts; convert information from one form to another; give an example; classify or sort items into meaningful categories; describe, interpret or explain issues and problems, patterns, reasons, causes and effect, significance or impact, relationships, points of view or processes. A Level 2 “describe or explain” would require students to go beyond a description or explanation of recalled information to describe or explain a result or “how” or “why.”

# Scoring Guidelines

## Part A

Rationale for Option A: This is incorrect. Although the Soviet Union did invade Japan in the closing days of World War II and was able to occupy some Japanese territory, that occurred four years before the Soviet Union would be established as a second superpower by detonating a nuclear weapon.

Rationale for Option B: **Key** – The Soviet Union's development and successful testing of a nuclear weapon, making it the second country to do so, established it as a second superpower in opposition to the United States.

Rationale for Option C: This is incorrect. Although the Soviet Union did launch satellites—it was the first country to do so in 1957—which helped to increase its international prestige, this happened after the Soviet Union had already been established as a second superpower by its testing of a nuclear weapon.

Rationale for Option D: This is incorrect. Although the Soviet Union did support North Korea's invasion of South Korea in 1950, this came after the Soviet Union's establishment as a superpower—it did not cause it.

## Part B

Rationale for Option A: **Key** – The Soviet Union's detonation of a nuclear weapon in 1949 began an arms race with the United States that would last through the end of the Cold War.

Rationale for Option B: This is incorrect. Although the United States and Soviet Union would engage in a number of proxy wars during the Cold War, their armed forces never engaged in direct confrontation, an outcome that resulted from both countries possessing nuclear weapons.

Rationale for Option C: This is incorrect. The United States and Soviet Union would compete against each other to land a man on the moon as part of the space race. This occurred much later and was not a direct result of the Soviet Union's development of nuclear weapons.

Rationale for Option D: This is incorrect. Although in theory the United States and the Soviet Union were supposed to work cooperatively in governing occupied territory, particularly in Germany, after World War II, in practice this did not happen and was a chief contributor, along with the development of nuclear weapons, to the Cold War.

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**Question 15**

**Sample Responses**

## Sample Response: 2 points

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

### Part A

For four years after the end of World War II, the United States was the world's only superpower.

Which action established the Soviet Union as a second superpower?

- Ⓐ It invaded and occupied Japan.
- Ⓑ It successfully tested an atomic bomb.
- Ⓒ It launched a satellite into orbit around Earth.
- Ⓓ It supported North Korea's invasion of South Korea.

### Part B

What effect did the action taken by the Soviet Union in part A have on international relations?

- Ⓐ It began an arms race between the United States and the Soviet Union.
- Ⓑ It caused a direct conflict between the armed forces of the United States and the Soviet Union.
- Ⓒ It began a period of collaboration in space exploration between the United States and the Soviet Union.
- Ⓓ It caused the United States and the Soviet Union to work cooperatively in governing territories occupied after World War II.

### Notes on Scoring

This response earns full credit (2 points) because the correct answer was selected in Part A and Part B.

## Sample Response: 1 point

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

### Part A

For four years after the end of World War II, the United States was the world's only superpower.

Which action established the Soviet Union as a second superpower?

- Ⓐ It invaded and occupied Japan.
- Ⓑ It successfully tested an atomic bomb.
- Ⓒ It launched a satellite into orbit around Earth.
- Ⓓ It supported North Korea's invasion of South Korea.

### Part B

What effect did the action taken by the Soviet Union in part A have on international relations?

- Ⓐ It began an arms race between the United States and the Soviet Union.
- Ⓑ It caused a direct conflict between the armed forces of the United States and the Soviet Union.
- Ⓒ It began a period of collaboration in space exploration between the United States and the Soviet Union.
- Ⓓ It caused the United States and the Soviet Union to work cooperatively in governing territories occupied after World War II.

### Notes on Scoring

This response earns partial credit (1 point). Part A has the correct answer; however, the response selected for Part B is incorrect and does not earn a point. In order to earn full credit for this item, both Part A and Part B must be correct.

## Sample Response: 1 point

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

### Part A

For four years after the end of World War II, the United States was the world's only superpower.

Which action established the Soviet Union as a second superpower?

- Ⓐ It invaded and occupied Japan.
- Ⓑ It successfully tested an atomic bomb.
- Ⓒ It launched a satellite into orbit around Earth.
- Ⓓ It supported North Korea's invasion of South Korea.

### Part B

What effect did the action taken by the Soviet Union in part A have on international relations?

- Ⓐ It began an arms race between the United States and the Soviet Union.
- Ⓑ It caused a direct conflict between the armed forces of the United States and the Soviet Union.
- Ⓒ It began a period of collaboration in space exploration between the United States and the Soviet Union.
- Ⓓ It caused the United States and the Soviet Union to work cooperatively in governing territories occupied after World War II.

### Notes on Scoring

This response earns partial credit (1 point). Part A has the correct answer; however, the response selected for Part B is incorrect and does not earn a point. In order to earn full credit for this item, both Part A and Part B must be correct.



## Sample Response: 0 points

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

### Part A

For four years after the end of World War II, the United States was the world's only superpower.

Which action established the Soviet Union as a second superpower?

- Ⓐ It invaded and occupied Japan.
- Ⓑ It successfully tested an atomic bomb.
- Ⓒ It launched a satellite into orbit around Earth.
- Ⓓ It supported North Korea's invasion of South Korea.

### Part B

What effect did the action taken by the Soviet Union in part A have on international relations?

- Ⓐ It began an arms race between the United States and the Soviet Union.
- Ⓑ It caused a direct conflict between the armed forces of the United States and the Soviet Union.
- Ⓒ It began a period of collaboration in space exploration between the United States and the Soviet Union.
- Ⓓ It caused the United States and the Soviet Union to work cooperatively in governing territories occupied after World War II.

### Notes on Scoring

The response earns no credit (0 points). Part B offers the correct answer; however, the answer selected in Part A is incorrect. In order to earn full credit for this item, both Part A and Part B must be correct. In order to earn partial credit for this item, Part A must be correct.

## Sample Response: 0 points

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

### Part A

For four years after the end of World War II, the United States was the world's only superpower.

Which action established the Soviet Union as a second superpower?

- Ⓐ It invaded and occupied Japan.
- Ⓑ It successfully tested an atomic bomb.
- Ⓒ It launched a satellite into orbit around Earth.
- Ⓓ It supported North Korea's invasion of South Korea.

### Part B

What effect did the action taken by the Soviet Union in part A have on international relations?

- Ⓐ It began an arms race between the United States and the Soviet Union.
- Ⓑ It caused a direct conflict between the armed forces of the United States and the Soviet Union.
- Ⓒ It began a period of collaboration in space exploration between the United States and the Soviet Union.
- Ⓓ It caused the United States and the Soviet Union to work cooperatively in governing territories occupied after World War II.

### Notes on Scoring

This response earns no credit (0 points) because the answers selected for Part A and Part B are incorrect.

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**Question 17**

**Question and Scoring Guidelines**

## Question 17

In the years following World War I, the United States adopted isolationist policies.

Identify which actions promoted the United States' isolationist position.

Move the isolationist actions into the blank boxes in the "U.S. Isolationism" chart.

- You do not need to use all the actions.

**U.S. Isolationism**


Becoming the first nation to ratify the Treaty of Versailles to institute Wilson's Fourteen Points
Decision not to join the League of Nations
Joining the League of Nations in order to participate in a global peace-keeping mission
Limiting territorial expansion in the Nine-Power Treaty
Signing the Kellogg-Briand Pact to stop war as "an instrument of national policy"

**Points Possible:** 2

**Reporting Category:** 1877 – 1945

**Content Statement:** After World War I, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs. (AH.15)

**Depth of Knowledge:** Level 2

Level 2 includes the engagement of some mental processing beyond recalling or reproducing a response. This level generally requires students to contrast or compare people, places, events and concepts; convert information from one form to another; give an example; classify or sort items into meaningful categories; describe, interpret or explain issues and problems, patterns, reasons, causes and effect, significance or impact, relationships, points of view or processes. A Level 2 "describe or explain" would require students to go beyond a description or explanation of recalled information to describe or explain a result or "how" or "why."

## Scoring Guidelines

For this item, a full credit response includes:

- “Signing the Kellogg-Briand Pact to stop war as 'an instrument of national policy'”  
AND
- “Limiting territorial expansion in the Nine-Power Treaty”  
AND
- “Decision not to join the League of Nations” (2 points).

For this item, a partial-credit response includes:

- at least two correct responses as designated in the full-credit response rubric above (1 point).

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**Question 17**

**Sample Responses**

## Sample Response: 2 points

In the years following World War I, the United States adopted isolationist policies.

Identify which actions promoted the United States' isolationist position.

Move the isolationist actions into the blank boxes in the "U.S. Isolationism" chart.

- You do not need to use all the actions.

**U.S. Isolationism**

Signing the Kellogg-Briand Pact to stop war as "an instrument of national policy"
Limiting territorial expansion in the Nine-Power Treaty
Decision not to join the League of Nations
Becoming the first nation to ratify the Treaty of Versailles to institute Wilson's Fourteen Points
Joining the League of Nations in order to participate in a global peace-keeping mission

### Notes on Scoring

This response earns full credit (2 points) because it correctly identifies the three actions that promoted the United States' isolationist position in the years following World War I.

## Sample Response: 1 point

In the years following World War I, the United States adopted isolationist policies.

Identify which actions promoted the United States' isolationist position.

Move the isolationist actions into the blank boxes in the "U.S. Isolationism" chart.

- You do not need to use all the actions.

**U.S. Isolationism**

Signing the Kellogg-Briand Pact to stop war as "an instrument of national policy"
Decision not to join the League of Nations
Becoming the first nation to ratify the Treaty of Versailles to institute Wilson's Fourteen Points

Joining the League of Nations in order to participate in a global peace-keeping mission
Limiting territorial expansion in the Nine-Power Treaty

### Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies two actions that promoted the United States' isolationist position in the years following World War I.



## Sample Response: 1 point

In the years following World War I, the United States adopted isolationist policies.

Identify which actions promoted the United States' isolationist position.

Move the isolationist actions into the blank boxes in the "U.S. Isolationism" chart.

- You do not need to use all the actions.

**U.S. Isolationism**

Signing the Kellogg-Briand Pact to stop war as "an instrument of national policy"
Joining the League of Nations in order to participate in a global peace-keeping mission
Limiting territorial expansion in the Nine-Power Treaty
Becoming the first nation to ratify the Treaty of Versailles to institute Wilson's Fourteen Points
Decision not to join the League of Nations

### Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies two actions that promoted the United States' isolationist position in the years following World War I.

## Sample Response: 0 points

In the years following World War I, the United States adopted isolationist policies.

Identify which actions promoted the United States' isolationist position.

Move the isolationist actions into the blank boxes in the "U.S. Isolationism" chart.

- You do not need to use all the actions.

**U.S. Isolationism**

Becoming the first nation to ratify the Treaty of Versailles to institute Wilson's Fourteen Points

Joining the League of Nations in order to participate in a global peace-keeping mission

Signing the Kellogg-Briand Pact to stop war as "an instrument of national policy"

Decision not to join the League of Nations

Limiting territorial expansion in the Nine-Power Treaty

### Notes on Scoring

This response earns no credit (0 points) because it incorrectly identifies two actions that promoted the United States' isolationist position in the years following World War I. In order to earn partial credit, a response must identify at least two actions that promoted the United States' isolationist position in the years following World War I.

## Sample Response: 0 points

In the years following World War I, the United States adopted isolationist policies.

Identify which actions promoted the United States' isolationist position.

Move the isolationist actions into the blank boxes in the "U.S. Isolationism" chart.

- You do not need to use all the actions.

**U.S. Isolationism**

Joining the League of Nations in order to participate in a global peace-keeping mission

Becoming the first nation to ratify the Treaty of Versailles to institute Wilson's Fourteen Points

Limiting territorial expansion in the Nine-Power Treaty

Decision not to join the League of Nations

Signing the Kellogg-Briand Pact to stop war as "an instrument of national policy"

### Notes on Scoring

This response earns no credit (0 points) because it incorrectly identifies two actions that promoted the United States' isolationist position in the years following World War I. In order to earn partial credit, a response must identify at least two actions that promoted the United States' isolationist position in the years following World War I.

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**Question 18**

**Question and Scoring Guidelines**

## Question 18

The United States emerged as a world power in the early twentieth century as a result of the Spanish-American War and World War I.

Identify whether each reason for the United States' becoming a world power resulted from the Spanish-American War or from World War I.

Move the reasons into the correct location in the chart.

Spanish-American War	World War I
Europe severely damaged while U.S. homeland remained unharmed	U.S. gained territory in Asia and Latin America
Gained access to markets and natural resources	Helped Allies achieve victory in Europe

**Points Possible:** 2

**Reporting Category:** 1877 – 1945

**Content Statement:** As a result of overseas expansion, the Spanish-American War, and World War I, the United States emerged as a world power. (AH.14)

**Depth of Knowledge:** Level 2

Level 2 includes the engagement of some mental processing beyond recalling or reproducing a response. This level generally requires students to contrast or compare people, places, events and concepts; convert information from one form to another; give an example; classify or sort items into meaningful categories; describe, interpret or explain issues and problems, patterns, reasons, causes and effect, significance or impact, relationships, points of view or processes. A Level 2 "describe or explain" would require students to go beyond a description or explanation of recalled information to describe or explain a result or "how" or "why."

## Scoring Guidelines

For this item, a full credit response includes:

- “Gained access to markets and natural resources” in the Spanish-American War section of the chart  
AND
- “U.S. gained territory in Asia and Latin America” in the Spanish-American War section of the chart  
AND
- “Helped Allies achieve victory in Europe” in the World War I section of the chart  
AND
- “Europe severely damaged while U.S. homeland remained unharmed” in the World War I section of the chart (2 points).

For this item, a partial-credit response includes:

- any two correct responses in the correct location (1 point).

NOTE: Partial credit will NOT be awarded for all four objects placed in one side of the chart.

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**Question 18**

**Sample Responses**

### Sample Response: 2 points

The United States emerged as a world power in the early twentieth century as a result of the Spanish-American War and World War I.

Identify whether each reason for the United States' becoming a world power resulted from the Spanish-American War or from World War I.

Move the reasons into the correct location in the chart.

Spanish-American War	World War I
Gained access to markets and natural resources	Helped Allies achieve victory in Europe
U.S. gained territory in Asia and Latin America	Europe severely damaged while U.S. homeland remained unharmed

#### Notes on Scoring

This response earns full credit (2 points) because it correctly identifies two reasons that the United States became a world power as a result of the Spanish-American War and two reasons the United States became a world power as a result of World War I.



### Sample Response: 1 point

The United States emerged as a world power in the early twentieth century as a result of the Spanish-American War and World War I.

Identify whether each reason for the United States' becoming a world power resulted from the Spanish-American War or from World War I.

Move the reasons into the correct location in the chart.

Spanish-American War	World War I
U.S. gained territory in Asia and Latin America	Helped Allies achieve victory in Europe
Europe severely damaged while U.S. homeland remained unharmed	Gained access to markets and natural resources

#### Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies one reason that the United States became a world power as a result of the Spanish-American War and one reason the United States became a world power as a result of World War I.

### Sample Response: 1 point

The United States emerged as a world power in the early twentieth century as a result of the Spanish-American War and World War I.

Identify whether each reason for the United States' becoming a world power resulted from the Spanish-American War or from World War I.

Move the reasons into the correct location in the chart.

Spanish-American War	World War I
U.S. gained territory in Asia and Latin America	Helped Allies achieve victory in Europe
Gained access to markets and natural resources	
Europe severely damaged while U.S. homeland remained unharmed	

#### Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies two reasons that the United States became a world power as a result of the Spanish-American War and one reason the United States became a world power as a result of World War I.

### Sample Response: 0 points

The United States emerged as a world power in the early twentieth century as a result of the Spanish-American War and World War I.

Identify whether each reason for the United States' becoming a world power resulted from the Spanish-American War or from World War I.

Move the reasons into the correct location in the chart.

Spanish-American War	World War I
Helped Allies achieve victory in Europe	Gained access to markets and natural resources
Europe severely damaged while U.S. homeland remained unharmed	U.S. gained territory in Asia and Latin America

#### Notes on Scoring

This response earns no credit (0 points) because it incorrectly identifies two reasons that the United States became a world power as a result of the Spanish-American War and two reasons the United States became a world power as a result of World War I.

### Sample Response: 0 points

The United States emerged as a world power in the early twentieth century as a result of the Spanish-American War and World War I.

Identify whether each reason for the United States' becoming a world power resulted from the Spanish-American War or from World War I.

Move the reasons into the correct location in the chart.

Spanish-American War	World War I
Gained access to markets and natural resources	
Europe severely damaged while U.S. homeland remained unharmed	
Helped Allies achieve victory in Europe	
U.S. gained territory in Asia and Latin America	

#### Notes on Scoring

This response earns no credit (0 points) because partial credit cannot be awarded for placing all four reasons for the United States' becoming a world power on one side of the chart.

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**Question 20**

**Question and Scoring Guidelines**

## Question 20

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

### Part A

Which position did Anti-Federalists take during the debates over ratification of the U.S. Constitution?

- Ⓐ A written bill of rights is necessary to ensure individual liberty.
- Ⓑ A national system of taxation is necessary to pay the country's debts.
- Ⓒ A strong executive branch is necessary to negotiate trade with other countries.
- Ⓓ A standing army is necessary to provide for national defense during peacetime.

### Part B

Select all of the arguments Anti-Federalists used to support the position you selected in part A.

- A strong national government may become corrupt and abuse its power.
- Individual rights cannot be guaranteed unless there are legal limits in place.
- Strong state governments will threaten the power of the national government.
- State governments are poorly equipped to handle issues related to economics and taxation.
- A separation of powers between branches of government can provide a check against tyranny.

**Points Possible:** 2

**Reporting Category:** Skills and Documents

**Content Statement:** The debate presented by the Federalist and Anti-Federalist Papers over protections for individuals and limits on government power resulted in the Bill of Rights. The Bill of Rights provides constitutional protections for individual liberties and limits on governmental power. (AH.7)

**Depth of Knowledge:** Level 2

Level 2 includes the engagement of some mental processing beyond recalling or reproducing a response. This level generally requires students to contrast or compare people, places, events and concepts; convert information from one form to another; give an example; classify or sort items into meaningful categories; describe, interpret or explain issues and problems, patterns, reasons, causes and effect, significance or impact, relationships, points of view or processes. A Level 2 "describe or explain" would require students to go beyond a description or explanation of recalled information to describe or explain a result or "how" or "why."

# Scoring Guidelines

## Part A

Rationale for Option A: **Key** – Anti-Federalists argued in favor of adding a bill of rights to the U.S. Constitution in order to place limits on the power of the national government and ensure the protection of individual rights from government intrusion.

Rationale for Option B: This is incorrect. Anti-Federalists argued against the creation of a national system of taxation as they felt it threatened the power of state governments.

Rationale for Option C: This is incorrect. Anti-Federalists argued against the creation of a strong national government, and particularly a strong executive branch, in an effort to prevent the concentration of power and tyranny experienced under British rule.

Rationale for Option D: This is incorrect. Federalists, not Anti-Federalists, argued in favor of a standing army during peacetime. Anti-Federalists believed that a standing army was a threat to the liberties of the people, particularly during peacetime, and could be used by the government to infringe on the rights of the people.

## Part B

Rationale for First Option: **Key** – The Anti-Federalists feared the level of tyranny they had experienced under British rule and argued that a strong national government could lead to similar levels of corruption and abuses of power against the liberties of the people.

Rationale for Second Option: **Key** – Anti-Federalists were concerned that the proposed constitution inadequately protected individual rights and that a bill of rights was necessary to place specific limits on the power of the federal government to guarantee the rights of the people.

Rationale for Third Option: This is incorrect. Anti-Federalists were very supportive of states' rights and believed that a strong national government threatened the power of the state governments.



Rationale for Fourth Option: This is incorrect. Anti-Federalists were very much supportive of states' rights and felt that the states were better equipped to handle issues like economics and taxation as they would be more responsive to the needs of the people.

Rationale for Fifth Option: This is incorrect. While Federalists argued that the separation of powers would provide a check against tyranny, Anti-Federalists felt that further protection was needed, in the form of a bill of rights, to protect the rights of the people against government intrusion.

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**Question 20**

**Sample Responses**

## Sample Response: 2 points

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

### Part A

Which position did Anti-Federalists take during the debates over ratification of the U.S. Constitution?

- A written bill of rights is necessary to ensure individual liberty.
- A national system of taxation is necessary to pay the country's debts.
- A strong executive branch is necessary to negotiate trade with other countries.
- A standing army is necessary to provide for national defense during peacetime.

### Part B

Select all of the arguments Anti-Federalists used to support the position you selected in part A.

- A strong national government may become corrupt and abuse its power.
- Individual rights cannot be guaranteed unless there are legal limits in place.
- Strong state governments will threaten the power of the national government.
- State governments are poorly equipped to handle issues related to economics and taxation.
- A separation of powers between branches of government can provide a check against tyranny.

### Notes on Scoring

This response earns full credit (2 points) because it correctly identifies the correct response in Part A as well as in Part B.

## Sample Response: 1 point

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

### Part A

Which position did Anti-Federalists take during the debates over ratification of the U.S. Constitution?

- A written bill of rights is necessary to ensure individual liberty.
- A national system of taxation is necessary to pay the country's debts.
- A strong executive branch is necessary to negotiate trade with other countries.
- A standing army is necessary to provide for national defense during peacetime.

### Part B

Select all of the arguments Anti-Federalists used to support the position you selected in part A.

- A strong national government may become corrupt and abuse its power.
- Individual rights cannot be guaranteed unless there are legal limits in place.
- Strong state governments will threaten the power of the national government.
- State governments are poorly equipped to handle issues related to economics and taxation.
- A separation of powers between branches of government can provide a check against tyranny.

### Notes on Scoring

This response earns partial credit (1 point). Part A has the correct answer; however, the responses selected for Part B are partially incorrect and do not earn a point. In order to earn full credit for this item, both Part A and Part B must be correct in their entirety.

## Sample Response: 1 point

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

### Part A

Which position did Anti-Federalists take during the debates over ratification of the U.S. Constitution?

- A written bill of rights is necessary to ensure individual liberty.
- A national system of taxation is necessary to pay the country's debts.
- A strong executive branch is necessary to negotiate trade with other countries.
- A standing army is necessary to provide for national defense during peacetime.

### Part B

Select all of the arguments Anti-Federalists used to support the position you selected in part A.

- A strong national government may become corrupt and abuse its power.
- Individual rights cannot be guaranteed unless there are legal limits in place.
- Strong state governments will threaten the power of the national government.
- State governments are poorly equipped to handle issues related to economics and taxation.
- A separation of powers between branches of government can provide a check against tyranny.

### Notes on Scoring

This response earns partial credit (1 point). Part A has the correct answer; however, the responses selected for Part B are incorrect and do not earn a point. In order to earn full credit for this item, both Part A and Part B must be correct in their entirety.

## Sample Response: 0 points

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

### Part A

Which position did Anti-Federalists take during the debates over ratification of the U.S. Constitution?

- Ⓐ A written bill of rights is necessary to ensure individual liberty.
- Ⓑ A national system of taxation is necessary to pay the country's debts.
- Ⓒ A strong executive branch is necessary to negotiate trade with other countries.
- Ⓓ A standing army is necessary to provide for national defense during peacetime.

### Part B

Select all of the arguments Anti-Federalists used to support the position you selected in part A.

- A strong national government may become corrupt and abuse its power.
- Individual rights cannot be guaranteed unless there are legal limits in place.
- Strong state governments will threaten the power of the national government.
- State governments are poorly equipped to handle issues related to economics and taxation.
- A separation of powers between branches of government can provide a check against tyranny.

### Notes on Scoring

This response earns no credit (0 points). Part B offers the correct answers; however, the answer selected in Part A is incorrect. In order to earn full credit for this item, both Part A and Part B must be correct in their entirety. In order to earn partial credit for this item, Part A must be correct.

## Sample Response: 0 points

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

### Part A

Which position did Anti-Federalists take during the debates over ratification of the U.S. Constitution?

- A A written bill of rights is necessary to ensure individual liberty.
- B A national system of taxation is necessary to pay the country's debts.
- C A strong executive branch is necessary to negotiate trade with other countries.
- D A standing army is necessary to provide for national defense during peacetime.

### Part B

Select all of the arguments Anti-Federalists used to support the position you selected in part A.

- A strong national government may become corrupt and abuse its power.
- Individual rights cannot be guaranteed unless there are legal limits in place.
- Strong state governments will threaten the power of the national government.
- State governments are poorly equipped to handle issues related to economics and taxation.
- A separation of powers between branches of government can provide a check against tyranny.

### Notes on Scoring

This response earns no credit (0 points) because the answers selected for Part A and Part B are incorrect.

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**Question 33**

**Question and Scoring Guidelines**



## Question 33

Which issue was one of the most important in the post-World War II political debate over social welfare issues?

- Ⓐ poverty among Americans
- Ⓑ persistent monetary inflation
- Ⓒ management of waste from nuclear power plants
- Ⓓ the U.S. role in foreign conflicts such as the Vietnam War

**Points Possible:** 1

**Reporting Category:** 1945 – Present

**Content Statement:** Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security. (AH.30)

**Depth of Knowledge:** Level 2

Level 2 includes the engagement of some mental processing beyond recalling or reproducing a response. This level generally requires students to contrast or compare people, places, events and concepts; convert information from one form to another; give an example; classify or sort items into meaningful categories; describe, interpret or explain issues and problems, patterns, reasons, causes and effect, significance or impact, relationships, points of view or processes. A Level 2 “describe or explain” would require students to go beyond a description or explanation of recalled information to describe or explain a result or “how” or “why.”

## Scoring Guidelines

Rationale for Option A: **Key** – Social welfare debate centered around issues of poverty, unemployment and national health insurance.

Rationale for Option B: This is incorrect. This describes an economic policy issue.

Rationale for Option C: This is incorrect. This describes an environmental issue.

Rationale for Option D: This is incorrect. This describes a foreign policy issue.

### Sample Response: 1 point

Which issue was one of the most important in the post-World War II political debate over social welfare issues?

- A poverty among Americans
- B persistent monetary inflation
- C management of waste from nuclear power plants
- D the U.S. role in foreign conflicts such as the Vietnam War

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**Question 34**

**Question and Scoring Guidelines**

## Question 34

When using primary and secondary sources, it is important to determine whether the sources are credible. A table is shown with several criteria for and examples of credible sources.

A. Identify two additional criteria for credibility. Move the source criteria into the blank boxes to complete the left side of the chart.

B. Then, identify two additional credible source examples. Move the examples into the blank boxes to complete the right side of the chart.

- You do not need to use all the criteria and examples.

Criteria for Credibility	Examples of a Credible Source
Author's bias and perspective	Encyclopedia article on Constitutional Convention written by historical scholars
Circumstances in which source was created	Population data from the national census
Account of a battle that quotes both sides	
Accuracy and consistency	Author's qualifications and reputation
Student report with no bibliography	Daily journal describing factory life
Popularity of the source material	Letter written based on rumors

**Points Possible:** 2

**Reporting Category:** Skills and Documents

**Content Statement:** The use of primary and secondary sources of information includes an examination of the credibility of each source. (AH.1)

**Depth of Knowledge:** Level 2

Level 2 includes the engagement of some mental processing beyond recalling or reproducing a response. This level generally requires students to contrast or compare people, places, events and concepts; convert information from one form to another; give an example; classify or sort items into meaningful categories; describe, interpret or explain issues and problems, patterns, reasons, causes and effect, significance or impact, relationships, points of view or processes. A Level 2 “describe or explain” would require students to go beyond a description or explanation of recalled information to describe or explain a result or “how” or “why.”

## Scoring Guidelines

For this item, a full credit response includes:

- “Author’s qualifications and reputation” in the “Criteria for Credibility” column  
AND
- “Accuracy and consistency” in the “Criteria for Credibility” column  
AND
- “Account of a battle that quotes both sides” in the “Examples of a Credible Source” column  
AND
- “Daily journal describing factory life” in the “Examples of a Credible Source” column (2 points).

For this item, a partial-credit response includes:

- any two boxes in the correct location (1 point).

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**Question 34**

**Sample Responses**

## Sample Response: 2 points

When using primary and secondary sources, it is important to determine whether the sources are credible. A table is shown with several criteria for and examples of credible sources.

A. Identify two additional criteria for credibility. Move the source criteria into the blank boxes to complete the left side of the chart.

B. Then, identify two additional credible source examples. Move the examples into the blank boxes to complete the right side of the chart.

- You do not need to use all the criteria and examples.

Criteria for Credibility	Examples of a Credible Source
Author's bias and perspective	Encyclopedia article on Constitutional Convention written by historical scholars
Circumstances in which source was created	Population data from the national census
Author's qualifications and reputation	Account of a battle that quotes both sides
Accuracy and consistency	Daily journal describing factory life
Student report with no bibliography	
Popularity of the source material	Letter written based on rumors

### Notes on Scoring

This response earns full credit (2 points) because it correctly identifies two criteria for credibility and two examples of a credible source.

## Sample Response: 1 point

When using primary and secondary sources, it is important to determine whether the sources are credible. A table is shown with several criteria for and examples of credible sources.

A. Identify two additional criteria for credibility. Move the source criteria into the blank boxes to complete the left side of the chart.

B. Then, identify two additional credible source examples. Move the examples into the blank boxes to complete the right side of the chart.

- You do not need to use all the criteria and examples.

Criteria for Credibility	Examples of a Credible Source
Author's bias and perspective	Encyclopedia article on Constitutional Convention written by historical scholars
Circumstances in which source was created	Population data from the national census
Author's qualifications and reputation	Account of a battle that quotes both sides
Accuracy and consistency	Student report with no bibliography
	Daily journal describing factory life
Popularity of the source material	Letter written based on rumors

### Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies two criteria for credibility and one example of a credible source.



## Sample Response: 1 point

When using primary and secondary sources, it is important to determine whether the sources are credible. A table is shown with several criteria for and examples of credible sources.

A. Identify two additional criteria for credibility. Move the source criteria into the blank boxes to complete the left side of the chart.

B. Then, identify two additional credible source examples. Move the examples into the blank boxes to complete the right side of the chart.

- You do not need to use all the criteria and examples.

Criteria for Credibility	Examples of a Credible Source
Author's bias and perspective	Encyclopedia article on Constitutional Convention written by historical scholars
Circumstances in which source was created	Population data from the national census
Author's qualifications and reputation	Daily journal describing factory life
Popularity of the source material	Letter written based on rumors
Account of a battle that quotes both sides	
Accuracy and consistency	
Student report with no bibliography	

### Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies one criterion for credibility and one example of a credible source.

## Sample Response: 0 points

When using primary and secondary sources, it is important to determine whether the sources are credible. A table is shown with several criteria for and examples of credible sources.

A. Identify two additional criteria for credibility. Move the source criteria into the blank boxes to complete the left side of the chart.

B. Then, identify two additional credible source examples. Move the examples into the blank boxes to complete the right side of the chart.

- You do not need to use all the criteria and examples.

Criteria for Credibility	Examples of a Credible Source
Author's bias and perspective	Encyclopedia article on Constitutional Convention written by historical scholars
Circumstances in which source was created	Population data from the national census
Accuracy and consistency	Student report with no bibliography
Popularity of the source material	Letter written based on rumors
	Account of a battle that quotes both sides
	Author's qualifications and reputation
	Daily journal describing factory life

### Notes on Scoring

This response earns no credit (0 points) because it incorrectly identifies one criterion for credibility and incorrectly identifies two examples of a credible source. In order to earn partial credit, a response must include any two responses placed in their correct column box.

## Sample Response: 0 points

When using primary and secondary sources, it is important to determine whether the sources are credible. A table is shown with several criteria for and examples of credible sources.

A. Identify two additional criteria for credibility. Move the source criteria into the blank boxes to complete the left side of the chart.

B. Then, identify two additional credible source examples. Move the examples into the blank boxes to complete the right side of the chart.

- You do not need to use all the criteria and examples.

Criteria for Credibility	Examples of a Credible Source
Author's bias and perspective	Encyclopedia article on Constitutional Convention written by historical scholars
Circumstances in which source was created	Population data from the national census
Popularity of the source material	Letter written based on rumors
	Account of a battle that quotes both sides
Accuracy and consistency	Author's qualifications and reputation
Student report with no bibliography	Daily journal describing factory life

### Notes on Scoring

This response earns no credit (0 points) because it incorrectly identifies two criteria for credibility and incorrectly identifies one example of a credible source. In order to earn partial credit, a response must include any two responses placed in their correct column box.

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**Question 39**

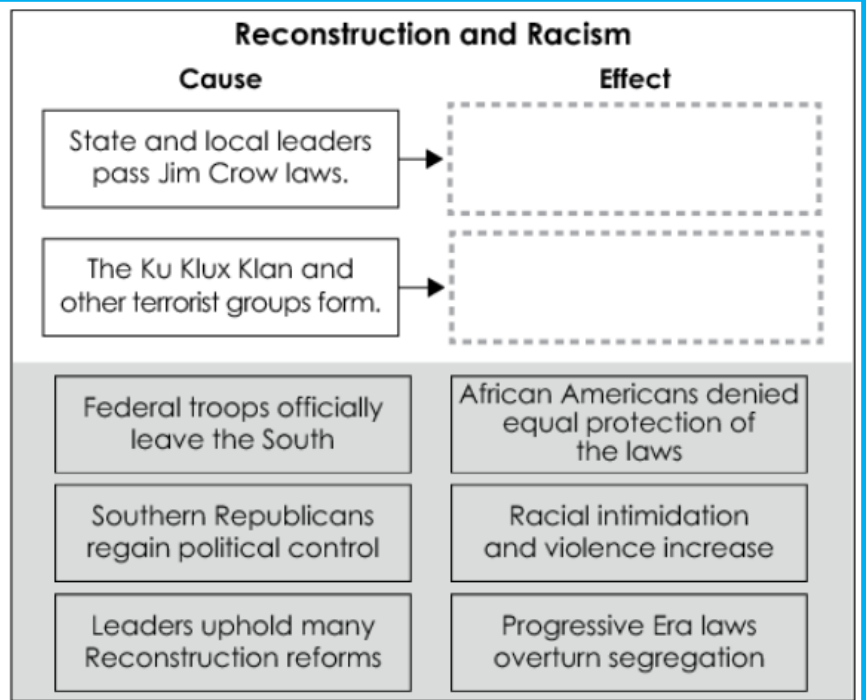
**Question and Scoring Guidelines**

## Question 39

The end of Reconstruction affected life in the South in many ways. Some of these effects involved African Americans and racism.

Match each effect on African Americans to its cause by moving the correct effects into the blank boxes in the chart.

- You only need to use two of the effects shown.



**Points Possible:** 2

**Reporting Category:** 1877 – 1945

**Content Statement:** Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized. (AH.12)

**Depth of Knowledge:** Level 2

Level 2 includes the engagement of some mental processing beyond recalling or reproducing a response. This level generally requires students to contrast or compare people, places, events and concepts; convert information from one form to another; give an example; classify or sort items into meaningful categories; describe, interpret or explain issues and problems, patterns, reasons, causes and effect, significance or impact, relationships, points of view or processes. A Level 2 "describe or explain" would require students to go beyond a description or explanation of recalled information to describe or explain a result or "how" or "why."

## Scoring Guidelines

For this item, a full credit response includes:

- “African Americans denied equal protection of the laws” in the effect box for “State and local leaders pass Jim Crow laws”  
AND
- “Racial intimidation and violence increase” in the effect box for “The Ku Klux Klan and other terrorist groups form” (2 points).

For this item, a partial-credit response includes:

- one correct match of an effect to its corresponding cause (1 point).

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**Question 39**

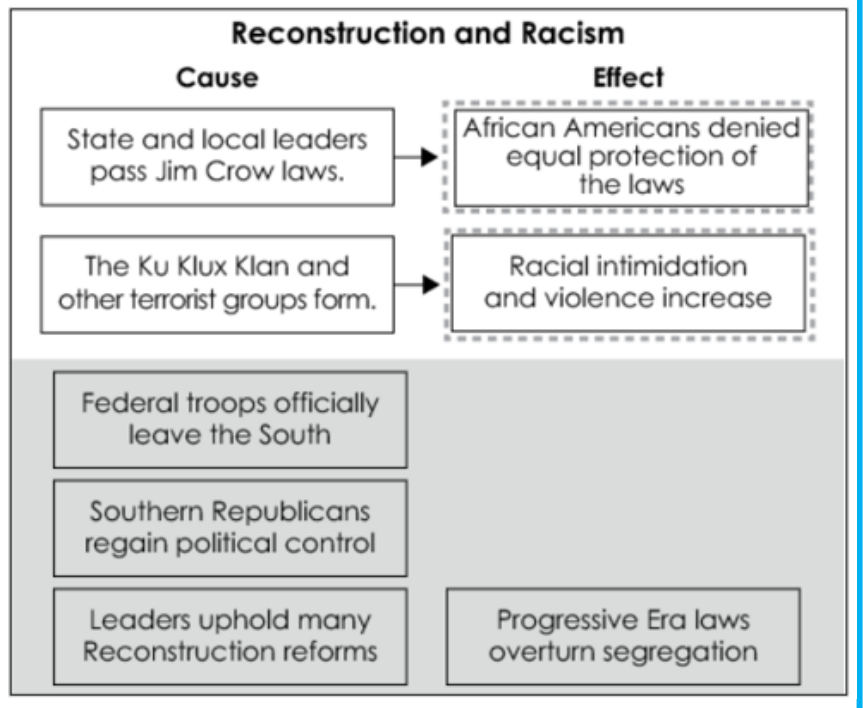
**Sample Responses**

## Sample Response: 2 points

The end of Reconstruction affected life in the South in many ways. Some of these effects involved African Americans and racism.

Match each effect on African Americans to its cause by moving the correct effects into the blank boxes in the chart.

- You only need to use two of the effects shown.



### Notes on Scoring

This response earns full credit (2 points) because it correctly matches each effect to its corresponding cause.

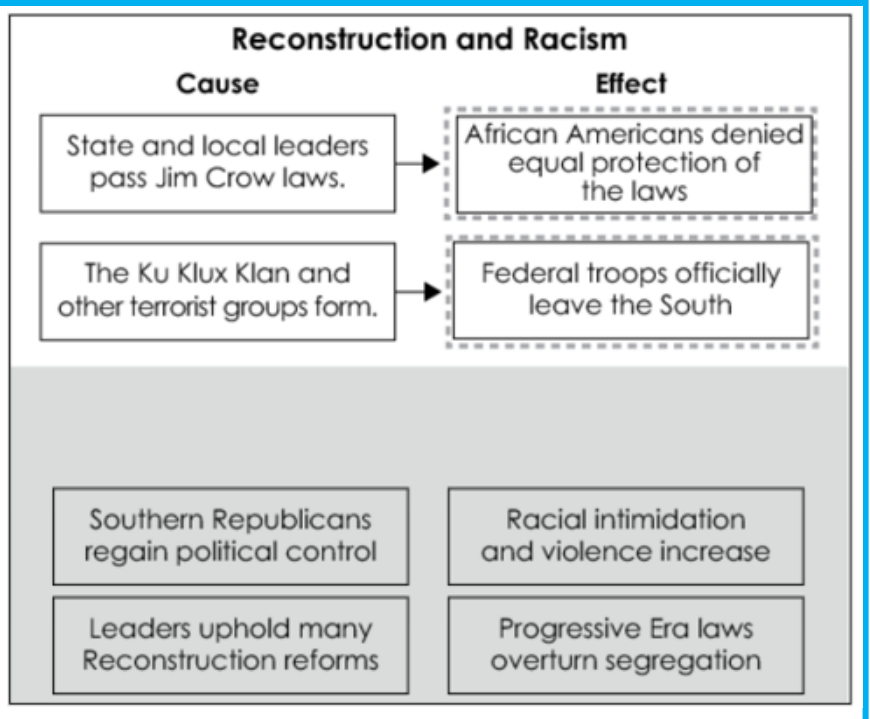


## Sample Response: 1 point

The end of Reconstruction affected life in the South in many ways. Some of these effects involved African Americans and racism.

Match each effect on African Americans to its cause by moving the correct effects into the blank boxes in the chart.

- You only need to use two of the effects shown.



### Notes on Scoring

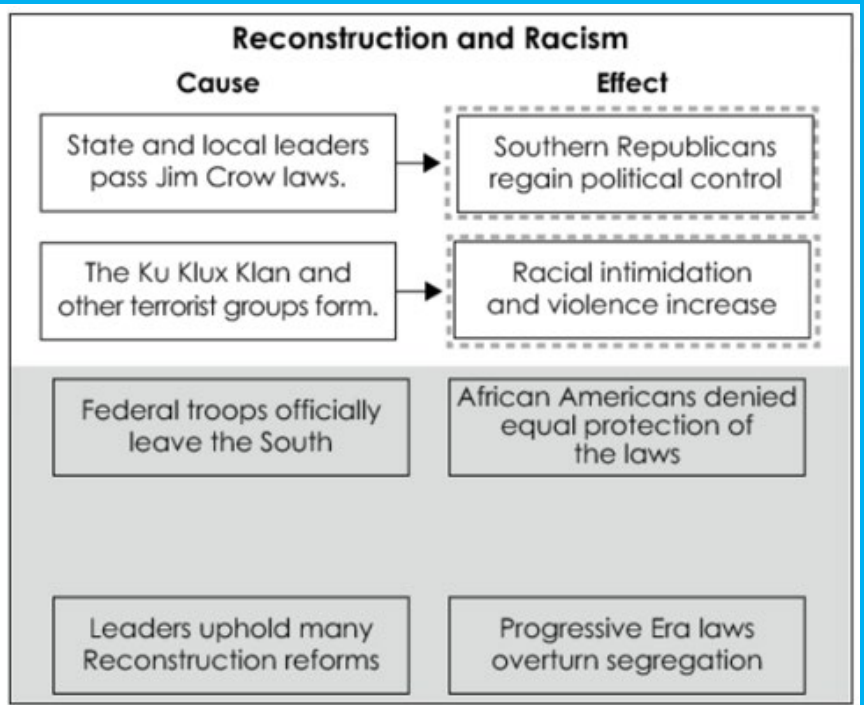
This response earns partial credit (1 point) because it correctly matches one effect to its corresponding cause.

### Sample Response: 1 point

The end of Reconstruction affected life in the South in many ways. Some of these effects involved African Americans and racism.

Match each effect on African Americans to its cause by moving the correct effects into the blank boxes in the chart.

- You only need to use two of the effects shown.



#### Notes on Scoring

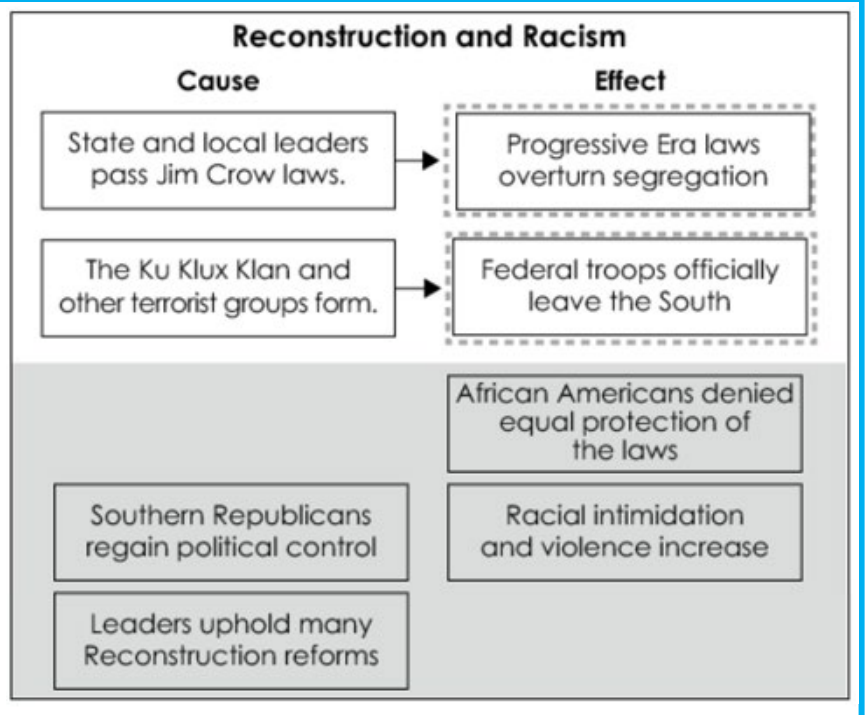
This response earns partial credit (1 point) because it correctly matches one effect to its corresponding cause.

## Sample Response: 0 points

The end of Reconstruction affected life in the South in many ways. Some of these effects involved African Americans and racism.

Match each effect on African Americans to its cause by moving the correct effects into the blank boxes in the chart.

- You only need to use two of the effects shown.



### Notes on Scoring

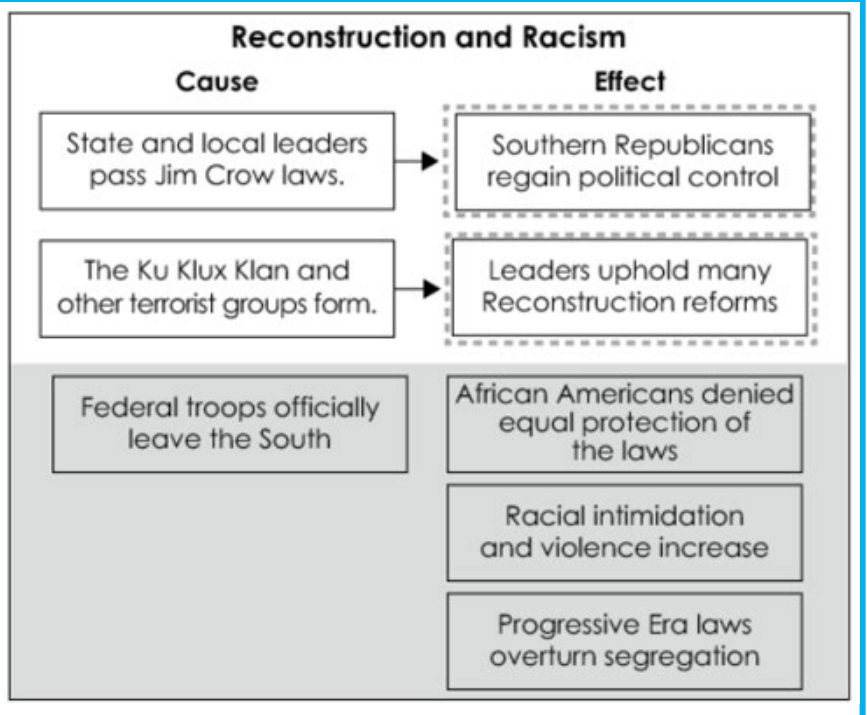
This response earns no credit (0 points) because it incorrectly matches each effect to its corresponding cause.

## Sample Response: 0 points

The end of Reconstruction affected life in the South in many ways. Some of these effects involved African Americans and racism.

Match each effect on African Americans to its cause by moving the correct effects into the blank boxes in the chart.

- You only need to use two of the effects shown.



### Notes on Scoring

This response earns no credit (0 points) because it incorrectly matches each effect to its corresponding cause.