

Ohio's State Tests

ITEM RELEASE

SPRING 2023

**AMERICAN
HISTORY**

Table of Contents

Content Summary and Answer Key	iii
Depth of Knowledge (DOK)	vi
Question 2: Question and Scoring Guidelines.....	1
Question 2: Sample Response	3
Question 4: Question and Scoring Guidelines.....	4
Question 4: Sample Response	6
Question 6: Question and Scoring Guidelines.....	7
Question 6: Sample Response	10
Question 8: Question and Scoring Guidelines.....	11
Question 8: Sample Responses	15
Question 9: Question and Scoring Guidelines.....	24
Question 9: Sample Response	26
Question 17: Question and Scoring Guidelines.....	27
Question 17: Sample Responses	30
Question 19: Question and Scoring Guidelines.....	36
Question 19: Sample Responses	41
Question 20: Question and Scoring Guidelines.....	50
Question 20: Sample Response	54
Question 21: Question and Scoring Guidelines.....	55
Question 21: Sample Responses	59
Question 25: Question and Scoring Guidelines.....	65
Question 25: Sample Response	68
Question 26: Question and Scoring Guidelines.....	69
Question 26: Sample Response	72
Question 28: Question and Scoring Guidelines.....	73
Question 28: Sample Responses	77

Question 31: Question and Scoring Guidelines.....	81
Question 31: Sample Response	83
Question 41: Question and Scoring Guidelines.....	84
Question 41: Sample Response	86
Question 42: Question and Scoring Guidelines.....	87
Question 42: Sample Responses	90
Question 44: Question and Scoring Guidelines.....	96
Question 44: Sample Response	98
Question 48: Question and Scoring Guidelines.....	99
Question 48: Sample Response	101

American History
Spring 2023 Item Release
Content Summary and Answer Key

Question No.*	Item Type	Reporting Category	Content Statement	Depth of Knowledge	Answer Key	Points
2	Multiple Choice Item	1877 – 1945	Racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I. (AH.16)	Level 2	B	1 point
4	Multiple Choice Item	1877 – 1945	United States policy and mobilization of its economic and military resources during World War II affected American society. Despite mistreatment, marginalized groups played important roles in the war effort while continuing to protest unfair treatment. (AH.21)	Level 2	A	1 point
6	Multiple Choice Item	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. (AH.7)	Level 1	C	1 point
8	Evidence-Based Selected Response	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 2	B; D, E	2 points
9	Multiple Choice Item	1945 – Present	The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act have had social and political effects. (AH.29)	Level 1	A	1 point

* The question numbers denote each question's place in the online test. Items are numbered sequentially on the practice site.

**American History
Spring 2023 Item Release
Content Summary and Answer Key**

Question No.*	Item Type	Reporting Category	Content Statement	Depth of Knowledge	Answer Key	Points
17	Grid Item	Skills and Documents	Historians develop theses and use evidence to support or refute positions. <i>(AH.2)</i>	Level 2	---	2 points
19	Evidence-Based Selected Response	1877 – 1945	Continued settlement by Americans in the West intensified conflict with American Indians and reinforced the policy of the reservation system. <i>(AH.11)</i>	Level 2	C; B, D	2 points
20	Multiple Choice 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. <i>(AH.15)</i>	Level 2	D	1 point
21	Evidence-Based Selected Response	1877 – 1945	Movements such as the Harlem Renaissance, African-American migration, women's suffrage and Prohibition all contributed to social change. <i>(AH.18)</i>	Level 3	C; B	2 points
25	Multiple Choice Item	Skills and Documents	The U.S. Constitution established the foundations of the American nation and the relationship between the people and their government. <i>(AH.6)</i>	Level 2	D	1 point
26	Multiple Choice 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	A	1 point

* The question numbers denote each question's place in the online test. Items are numbered sequentially on the practice site.

American History
Spring 2023 Item Release
Content Summary and Answer Key

Question No.*	Item Type	Reporting Category	Content Statement	Depth of Knowledge	Answer Key	Points
28	Inline Choice Item	1877 – 1945	The Great Depression was caused, in part, by the federal government's monetary policies, stock market speculation, and increasing consumer debt. The role of the federal government expanded as a result of the Great Depression. (AH.19)	Level 2	---	1 point
31	Multiple Choice 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	D	1 point
41	Multiple Choice Item	1877 – 1945	The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society. (AH.8)	Level 2	C	1 point
42	Grid Item	1945 – Present	The United States followed a policy of containment during the Cold War in response to the spread of communism. (AH.23)	Level 2	---	2 points
44	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 1	B	1 point
48	Multiple Choice Item	1877 – 1945	Immigration, internal migration and urbanization transformed American life. (AH.10)	Level 1	A	1 point

* The question numbers denote each question's place in the online test. Items are numbered sequentially on 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.

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American History
Spring 2023 Item Release

Question 2

Question and Scoring Guidelines

Question 2

How did the Great Migration impact American society during the 1920s?

- A It contributed to an increase in organized crime.
- B It resulted in greater competition for jobs and housing in the North.
- C It led to the decreased enforcement of discriminatory laws in the South.
- D It created a fear of communist infiltration inside the federal government.

Points Possible: 1

Reporting Category: 1877 – 1945

Content Statement: Racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I. (AH.16)

Depth of Knowledge: 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.”

Scoring Guidelines

Rationale for Option A: This is incorrect. Organized crime increased as a result of Prohibition, not the Great Migration.

Rationale for Option B: **Key** – As African Americans migrated to northern states during the Great Migration, the competition for jobs and housing increased.

Rationale for Option C: This is incorrect. The enforcement of discriminatory laws remained prevalent in the South during the period of the Great Migration.

Rationale for Option D: This is incorrect. The fear of communist infiltration in the federal government increased during the period of the Second Red Scare, not the Great Migration.

Sample Response: 1 point

How did the Great Migration impact American society during the 1920s?

- A It contributed to an increase in organized crime.
- B It resulted in greater competition for jobs and housing in the North.
- C It led to the decreased enforcement of discriminatory laws in the South.
- D It created a fear of communist infiltration inside the federal government.

American History
Spring 2023 Item Release

Question 4

Question and Scoring Guidelines

Question 4

How did the United States workforce change during World War II?

- A Job opportunities opened up for women and minorities.
- B The size of the workforce decreased due to a lower birth rate.
- C Jobs in the service sector increased while industrial jobs declined.
- D Labor unions became less powerful as people enlisted in the military.

Points Possible: 1

Reporting Category: 1877 – 1945

Content Statement: United States policy and mobilization of its economic and military resources during World War II affected American society. Despite mistreatment, marginalized groups played important roles in the war effort while continuing to protest unfair treatment. (AH.21)

Depth of Knowledge: 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.”

Scoring Guidelines

Rationale for Option A: **Key** – Women and minorities began working in both the civilian and military workforce due to the war.

Rationale for Option B: This is incorrect. The outbreak of World War II did not affect the birth rate.

Rationale for Option C: This is incorrect. Demand for workers in heavy industry soared due to the demands of military production.

Rationale for Option D: This is incorrect. Labor unions had gained considerable power due to New Deal laws and continued to exert it during the war; although the leaders of some unions made informal no-strike pledges, the legal standing of unions remained strong. Moreover, wildcat strikes affected many significant sectors of the economy.

Sample Response: 1 point

How did the United States workforce change during World War II?

- Job opportunities opened up for women and minorities.
- B The size of the workforce decreased due to a lower birth rate.
- C Jobs in the service sector increased while industrial jobs declined.
- D Labor unions became less powerful as people enlisted in the military.

American History
Spring 2023 Item Release

Question 6

Question and Scoring Guidelines

Question 6

Which criticism did Anti-Federalists express about the Constitution during the ratification debates?

- Ⓐ The Constitution granted too little power to the Supreme Court.
- Ⓑ The Constitution prohibited state governments from collecting taxes.
- Ⓒ The Constitution failed to adequately protect the individual rights of citizens.
- Ⓓ The Constitution provided the president with too little power to effectively govern.

Points Possible: 1

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 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.

Scoring Guidelines

Rationale for Option A: This is incorrect. Anti-Federalists were concerned that the Constitution provided too little power to state governments and did not do a good enough job of protecting individual rights. Anti-Federalists were not overly concerned with the power of the U.S. Supreme Court.

Rationale for Option B: This is incorrect. The Constitution did not specifically prohibit state governments from collecting taxes.

Rationale for Option C: **Key** – During the ratification debates, Anti-Federalists were very concerned that the Constitution gave the federal government overwhelming political power and that such power could be used to violate the rights of individual citizens.

Rationale for Option D: This is incorrect. Anti-Federalists were concerned that the Constitution gave the federal government too much power. They did not argue that the office of the presidency should be strengthened.

Sample Response: 1 point

Which criticism did Anti-Federalists express about the Constitution during the ratification debates?

- Ⓐ The Constitution granted too little power to the Supreme Court.
- Ⓑ The Constitution prohibited state governments from collecting taxes.
- Ⓒ The Constitution failed to adequately protect the individual rights of citizens.
- Ⓓ The Constitution provided the president with too little power to effectively govern.

American History
Spring 2023 Item Release

Question 8

Question and Scoring Guidelines

Question 8

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

Part A

Which act was signed into law in 2001 for the purpose of strengthening America's national security to combat terrorism?

- Ⓐ The Espionage Act
- Ⓑ The USA PATRIOT Act
- Ⓒ The Social Security Act
- Ⓓ The Federal Emergency Relief Act

Part B

Select all of the ways the act chosen in Part A attempted to strengthen America's national security efforts.

- It enhanced privacy laws to protect the rights of citizens.
- It supported states by providing aid for natural disaster relief.
- It imposed new penalties for citizens who avoid paying taxes.
- It provided increased funding to border patrols, customs and immigration officials.
- It removed barriers that prevented government agencies from sharing information.

Points Possible: 2

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 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.”

Scoring Guidelines

Part A

Rationale for Option A: This is incorrect. The Espionage Act was signed in 1917, not 2001, and provided severe penalties for people found guilty of aiding the enemy.

Rationale for Option B: **Key** – President Bush signed the USA PATRIOT Act into law in order to increase security and prevent future terrorist attacks.

Rationale for Option C: This is incorrect. The Social Security Act was designed to provide assistance to senior citizens, not to strengthen national security and combat terrorism.

Rationale for Option D: This is incorrect. The Federal Emergency Relief Act aided states in creating jobs during the Great Depression through federal grants; its purpose was not strengthening national security and combating terrorism.

Part B

Rationale for First Option: This is incorrect. The USA PATRIOT Act did not enhance privacy laws for citizens.

Rationale for Second Option: This is incorrect. The USA PATRIOT Act increased funding for national security and reduced barriers to intelligence sharing; it did not provide natural disaster relief aid to states.

Rationale for Third Option: This is incorrect. The USA PATRIOT Act's purpose has nothing to do with taxation.

Rationale for Fourth Option: **Key** – The USA PATRIOT Act increased the funds set aside for U.S. Border Patrol, Immigration and Naturalization Service and U.S. Customs officials.

Rationale for Fifth Option: **Key** – The USA PATRIOT Act removed obstacles to intelligence sharing and made it easier for agencies to communicate and work together.

American History
Spring 2023 Item Release

Question 8

Sample Responses

Sample Response: 2 points

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

Part A

Which act was signed into law in 2001 for the purpose of strengthening America's national security to combat terrorism?

- Ⓐ The Espionage Act
- Ⓑ The USA PATRIOT Act
- Ⓒ The Social Security Act
- Ⓓ The Federal Emergency Relief Act

Part B

Select all of the ways the act chosen in Part A attempted to strengthen America's national security efforts.

- It enhanced privacy laws to protect the rights of citizens.
- It supported states by providing aid for natural disaster relief.
- It imposed new penalties for citizens who avoid paying taxes.
- It provided increased funding to border patrols, customs and immigration officials.
- It removed barriers that prevented government agencies from sharing information.

Notes on Scoring

This response earns full credit (2 points) because the correct answers are 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

Which act was signed into law in 2001 for the purpose of strengthening America's national security to combat terrorism?

- Ⓐ The Espionage Act
- Ⓑ The USA PATRIOT Act
- Ⓒ The Social Security Act
- Ⓓ The Federal Emergency Relief Act

Part B

Select all of the ways the act chosen in Part A attempted to strengthen America's national security efforts.

- It enhanced privacy laws to protect the rights of citizens.
- It supported states by providing aid for natural disaster relief.
- It imposed new penalties for citizens who avoid paying taxes.
- It provided increased funding to border patrols, customs and immigration officials.
- It removed barriers that prevented government agencies from sharing information.

Notes on Scoring

This response earns partial credit (1 point) because the correct answer is selected in Part A, but only one correct answer is selected in Part B. For Part B to be correct, both correct answers must be selected. To earn full credit (2 points) 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 act was signed into law in 2001 for the purpose of strengthening America's national security to combat terrorism?

- Ⓐ The Espionage Act
- Ⓑ The USA PATRIOT Act
- Ⓒ The Social Security Act
- Ⓓ The Federal Emergency Relief Act

Part B

Select all of the ways the act chosen in Part A attempted to strengthen America's national security efforts.

- It enhanced privacy laws to protect the rights of citizens.
- It supported states by providing aid for natural disaster relief.
- It imposed new penalties for citizens who avoid paying taxes.
- It provided increased funding to border patrols, customs and immigration officials.
- It removed barriers that prevented government agencies from sharing information.

Notes on Scoring

This response earns partial credit (1 point) because the correct answer is selected in Part A, but the incorrect answers are selected in Part B. To earn full credit (2 points) 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 act was signed into law in 2001 for the purpose of strengthening America's national security to combat terrorism?

- The Espionage Act
- The USA PATRIOT Act
- The Social Security Act
- The Federal Emergency Relief Act

Part B

Select all of the ways the act chosen in Part A attempted to strengthen America's national security efforts.

- It enhanced privacy laws to protect the rights of citizens.
- It supported states by providing aid for natural disaster relief.
- It imposed new penalties for citizens who avoid paying taxes.
- It provided increased funding to border patrols, customs and immigration officials.
- It removed barriers that prevented government agencies from sharing information.

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 (2 points) for this item, both Part A and Part B must be correct in their entirety. In order to receive partial credit (1 point) 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 act was signed into law in 2001 for the purpose of strengthening America's national security to combat terrorism?

- A The Espionage Act
- B The USA PATRIOT Act
- C The Social Security Act
- D The Federal Emergency Relief Act

Part B

Select all of the ways the act chosen in Part A attempted to strengthen America's national security efforts.

- A It enhanced privacy laws to protect the rights of citizens.
- B It supported states by providing aid for natural disaster relief.
- C It imposed new penalties for citizens who avoid paying taxes.
- D It provided increased funding to border patrols, customs and immigration officials.
- E It removed barriers that prevented government agencies from sharing information.

Notes on Scoring

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

American History
Spring 2023 Item Release

Question 9

Question and Scoring Guidelines

Question 9

What was one effect of the increase in the Hispanic population in the United States after the passage of the 1965 Immigration Act?

- Ⓐ an increase in funding for bilingual education programs
- Ⓑ a decrease in the political influence of Hispanic Americans
- Ⓒ a decrease in the number of Spanish-speaking people in the United States
- Ⓓ an increase in the demand for Spanish to be named the official language of the United States

Points Possible: 1

Reporting Category: 1945 – Present

Content Statement: The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act have had social and political effects. (AH.29)

Depth of Knowledge: 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.

Scoring Guidelines

Rationale for Option A: Key – The increase in the Hispanic population led to increased funding of bilingual education programs.

Rationale for Option B: This is incorrect. The increase in the Hispanic population led to an increase in the political influence of Hispanic Americans.

Rationale for Option C: This is incorrect. The increase in the Hispanic population led to increased numbers of Spanish-language speaking people in the United States.

Rationale for Option D: This is incorrect. The increase in the Hispanic population did not lead to demands for Spanish to be declared the official language of the United States.

Sample Response: 1 point

What was one effect of the increase in the Hispanic population in the United States after the passage of the 1965 Immigration Act?

- an increase in funding for bilingual education programs
- a decrease in the political influence of Hispanic Americans
- a decrease in the number of Spanish-speaking people in the United States
- an increase in the demand for Spanish to be named the official language of the United States

American History
Spring 2023 Item Release

Question 17

Question and Scoring Guidelines

Question 17

Historians create thesis statements that explain the significance of historical events and how these events are connected. Each thesis relies on supporting evidence.

A thesis statement is shown. Several pieces of historical evidence are provided.

Identify which pieces of evidence support the thesis statement.

Move the historical evidence that supports the thesis into the blank boxes.

- You do not need to use all of the evidence provided.

Thesis Statement: After Reconstruction, racial discrimination was institutionalized.		
Supporting Evidence:		

14th Amendment gave due process to all citizens	Jim Crow laws legalized racial segregation	Slavery was banned in the Northwest Territory
Great Migration caused racial tension in the North	Poll taxes kept African Americans from voting	Plessy v. Ferguson case affirmed segregation

Points Possible: 2

Reporting Category: Skills and Documents

Content Statement: Historians develop theses and use evidence to support or refute positions. (AH.2)

Depth of Knowledge: 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."

Scoring Guidelines

For this item, a full-credit response includes:

- “Poll taxes kept African Americans from voting” into a box beneath “After Reconstruction, racial discrimination was institutionalized”
AND
- “Jim Crow laws legalized racial segregation” into a box beneath “After Reconstruction, racial discrimination was institutionalized.”
AND
- “Plessy v. Ferguson case affirmed segregation” into a box beneath “After Reconstruction, racial discrimination was institutionalized.” (2 points).

For this item, a partial-credit response includes:

- Any two pieces of supporting evidence correctly placed in the boxes (1 point).

American History
Spring 2023 Item Release

Question 17

Sample Responses

Sample Response: 2 points

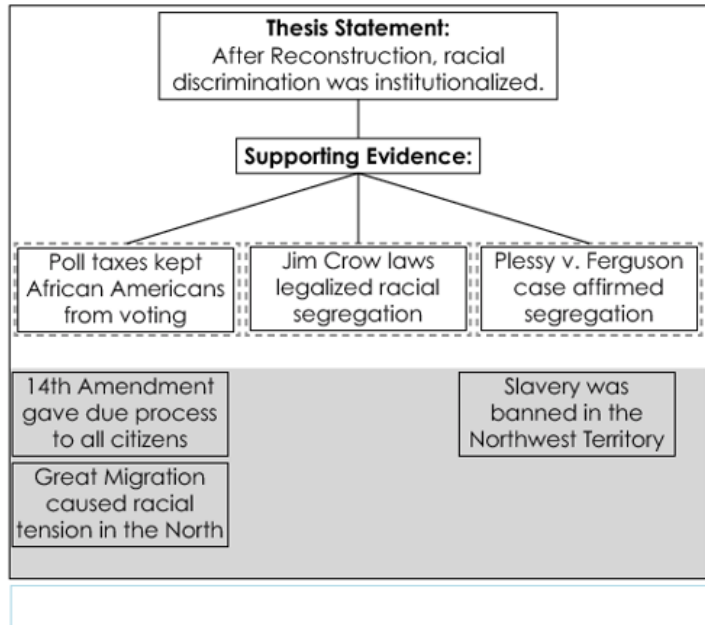
Historians create thesis statements that explain the significance of historical events and how these events are connected. Each thesis relies on supporting evidence.

A thesis statement is shown. Several pieces of historical evidence are provided.

Identify which pieces of evidence support the thesis statement.

Move the historical evidence that supports the thesis into the blank boxes.

- You do not need to use all of the evidence provided.



Notes on Scoring

This response earns full credit (2 points) because it correctly identifies the three pieces of evidence that support the thesis statement that after Reconstruction, racial discrimination was institutionalized.

Sample Response: 1 point

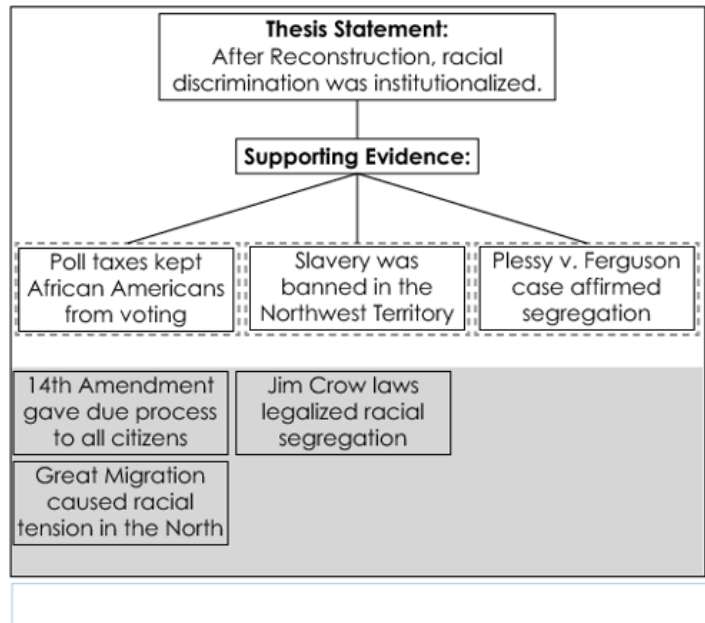
Historians create thesis statements that explain the significance of historical events and how these events are connected. Each thesis relies on supporting evidence.

A thesis statement is shown. Several pieces of historical evidence are provided.

Identify which pieces of evidence support the thesis statement.

Move the historical evidence that supports the thesis into the blank boxes.

- You do not need to use all of the evidence provided.



Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies two pieces of evidence that support the thesis statement that after Reconstruction, racial discrimination was institutionalized. In order to earn full credit (2 points), a response must correctly identify three pieces of evidence that support the thesis statement.

Sample Response: 1 point

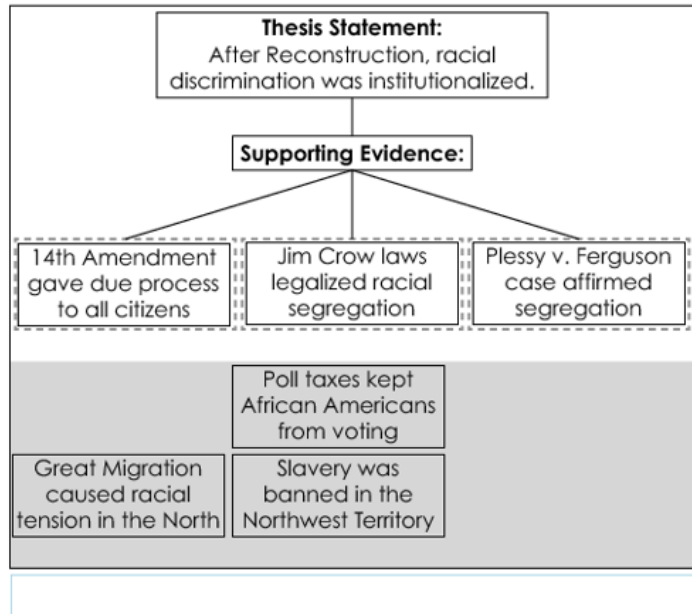
Historians create thesis statements that explain the significance of historical events and how these events are connected. Each thesis relies on supporting evidence.

A thesis statement is shown. Several pieces of historical evidence are provided.

Identify which pieces of evidence support the thesis statement.

Move the historical evidence that supports the thesis into the blank boxes.

- You do not need to use all of the evidence provided.



Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies two pieces of evidence that support the thesis statement that after Reconstruction, racial discrimination was institutionalized. In order to earn full credit (2 points), a response must correctly identify three pieces of evidence that support the thesis statement.

Sample Response: 0 points

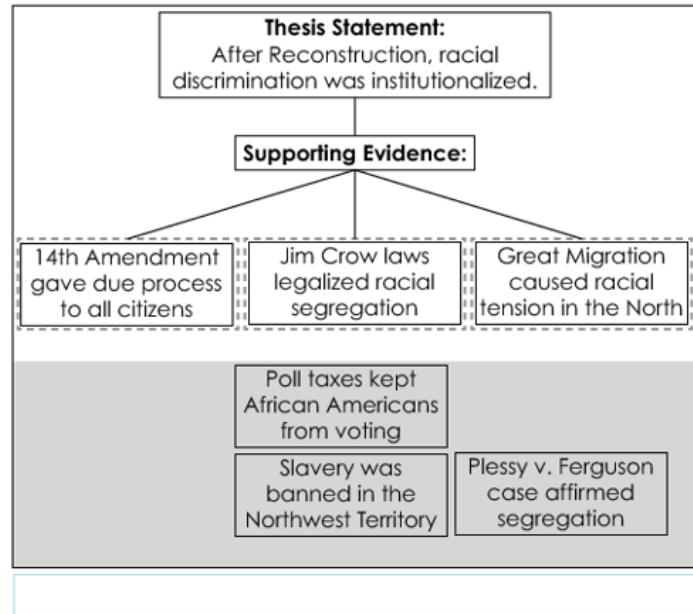
Historians create thesis statements that explain the significance of historical events and how these events are connected. Each thesis relies on supporting evidence.

A thesis statement is shown. Several pieces of historical evidence are provided.

Identify which pieces of evidence support the thesis statement.

Move the historical evidence that supports the thesis into the blank boxes.

- You do not need to use all of the evidence provided.



Notes on Scoring

This response earns no credit (0 points) because it incorrectly identifies two pieces of evidence that support the thesis statement that after Reconstruction, racial discrimination was institutionalized. In order to earn partial credit (1 point), a response must correctly identify at least two pieces of evidence that support the thesis statement. In order to earn full credit (2 points), a response must correctly identify three pieces of evidence that support the thesis statement.

Sample Response: 0 points

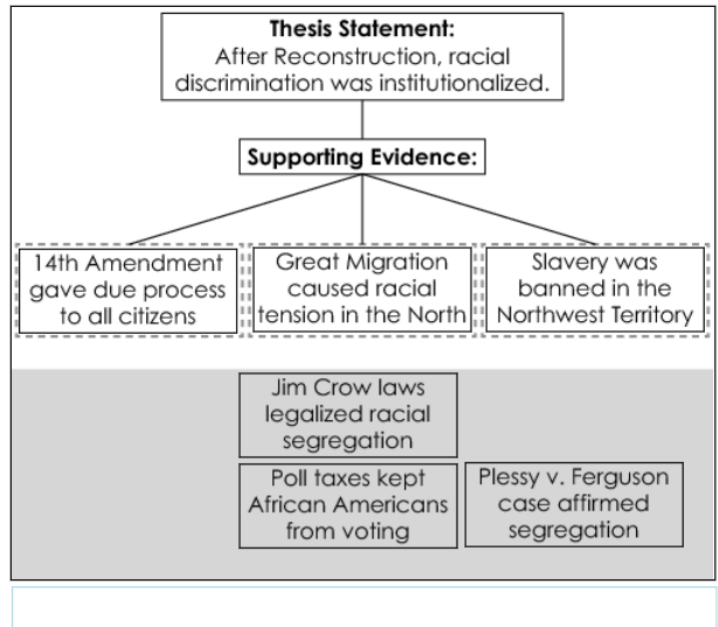
Historians create thesis statements that explain the significance of historical events and how these events are connected. Each thesis relies on supporting evidence.

A thesis statement is shown. Several pieces of historical evidence are provided.

Identify which pieces of evidence support the thesis statement.

Move the historical evidence that supports the thesis into the blank boxes.

- You do not need to use all of the evidence provided.



Notes on Scoring

This response earns no credit (0 points) because it incorrectly identifies the pieces of evidence that support the thesis statement that after Reconstruction, racial discrimination was institutionalized.

American History
Spring 2023 Item Release

Question 19

Question and Scoring Guidelines

Question 19

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

Part A

What was the goal of the U.S. government's policy toward American Indians in the late 1800s?

- Ⓐ to increase the independence of American Indian tribes
- Ⓑ to broaden the economic opportunities available to American Indians
- Ⓒ to pressure American Indians to assimilate into European American culture
- Ⓓ to create a dialogue between American Indian tribes and European settlers

Part B

Select **two** ways that the government's implementation of its policy affected American Indians.

- Formal reservation systems were established for American Indians in the South.
- Reservation land was broken up and granted to individuals instead of to tribes as a whole.
- Tribes were granted the right to negotiate their own trade agreements with foreign countries.
- Tribal governments were weakened or eliminated as tribes officially recognized state and federal laws.
- American Indians were granted immunity from prosecution for involvement in conflicts with western settlers.

Points Possible: 2

Reporting Category: 1877 – 1945

Content Statement: Continued settlement by Americans in the West intensified conflict with American Indians and reinforced the policy of the reservation system. *(AH.11)*

Depth of Knowledge: 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.”

Scoring Guidelines

Part A

Rationale for Option A: This is incorrect. The U.S. government sought to reduce the autonomy of American Indian tribes by getting them to agree to assimilate into the broader European American culture and sign agreements recognizing federal and state laws.

Rationale for Option B: This is incorrect. This was not the intended focus or goal of the U.S. government's policy toward American Indians during this time period.

Rationale for Option C: **Key** – Much of the U.S. government's policy during the late 1800s involved getting American Indian tribes to sign agreements that would assimilate them into the more European American culture of the time.

Rationale for Option D: This is incorrect. While conflict had frequently occurred between American Indian tribes and European settlers moving west, this was not the intended goal of the U.S. government's policy toward American Indians in the late 1800s.

Part B

Rationale for First Option: This is incorrect. The U.S. government's policy served to break up the reservation systems that had been formed in favor of allotting land to individuals instead of the larger tribe or community. Formal reservation systems were not established in the South as a result of U.S. policy during the late 1800s.

Rationale for Second Option: **Key** – The U.S. government's policy served to break up the reservation systems that had been formed in favor of allotting land to individuals instead of the larger tribe or community.

Rationale for Third Option: This is incorrect. While tribes did have a degree of autonomy, they were not able to negotiate formal trade agreements with foreign countries.

Rationale for Fourth Option: **Key** – Negotiated agreements between the U.S. government and several tribes sought to limit the power of the tribal governments in favor of having tribes officially recognize state and federal laws.

Rationale for Fifth Option: This is incorrect. Granting immunity to American Indians involved in conflicts with western settlers was not a result of efforts by the U.S. government to get tribes to assimilate into the more European American culture during the late 1800s.

American History
Spring 2023 Item Release

Question 19

Sample Responses

Sample Response: 2 points

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

Part A

What was the goal of the U.S. government's policy toward American Indians in the late 1800s?

- Ⓐ to increase the independence of American Indian tribes
- Ⓑ to broaden the economic opportunities available to American Indians
- Ⓒ to pressure American Indians to assimilate into European American culture
- Ⓓ to create a dialogue between American Indian tribes and European settlers

Part B

Select **two** ways that the government's implementation of its policy affected American Indians.

- Formal reservation systems were established for American Indians in the South.
- Reservation land was broken up and granted to individuals instead of to tribes as a whole.
- Tribes were granted the right to negotiate their own trade agreements with foreign countries.
- Tribal governments were weakened or eliminated as tribes officially recognized state and federal laws.
- American Indians were granted immunity from prosecution for involvement in conflicts with western settlers.

Notes on Scoring

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

Sample Response: 1 point

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

Part A

What was the goal of the U.S. government's policy toward American Indians in the late 1800s?

- Ⓐ to increase the independence of American Indian tribes
- Ⓑ to broaden the economic opportunities available to American Indians
- Ⓒ to pressure American Indians to assimilate into European American culture
- Ⓓ to create a dialogue between American Indian tribes and European settlers

Part B

Select **two** ways that the government's implementation of its policy affected American Indians.

- Formal reservation systems were established for American Indians in the South.
- Reservation land was broken up and granted to individuals instead of to tribes as a whole.
- Tribes were granted the right to negotiate their own trade agreements with foreign countries.
- Tribal governments were weakened or eliminated as tribes officially recognized state and federal laws.
- American Indians were granted immunity from prosecution for involvement in conflicts with western settlers.

Notes on Scoring

This response earns partial credit (1 point) because the correct answer is selected in Part A, but only one correct answer is selected in Part B. For Part B to be correct, both correct answers must be selected. To earn full credit (2 points) for this item, both Part A and Part B must be correct in their entirety.

Sample Response: 1 point

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

Part A

What was the goal of the U.S. government's policy toward American Indians in the late 1800s?

- Ⓐ to increase the independence of American Indian tribes
- Ⓑ to broaden the economic opportunities available to American Indians
- Ⓒ to pressure American Indians to assimilate into European American culture
- Ⓓ to create a dialogue between American Indian tribes and European settlers

Part B

Select **two** ways that the government's implementation of its policy affected American Indians.

- Formal reservation systems were established for American Indians in the South.
- Reservation land was broken up and granted to individuals instead of to tribes as a whole.
- Tribes were granted the right to negotiate their own trade agreements with foreign countries.
- Tribal governments were weakened or eliminated as tribes officially recognized state and federal laws.
- American Indians were granted immunity from prosecution for involvement in conflicts with western settlers.

Notes on Scoring

This response earns partial credit (1 point) because the correct answer is selected in Part A, but the incorrect answers are selected in Part B. To earn full credit (2 points) for this item, both Part A and Part B must be correct in their entirety.

Sample Response: 0 points

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

Part A

What was the goal of the U.S. government's policy toward American Indians in the late 1800s?

- to increase the independence of American Indian tribes
- to broaden the economic opportunities available to American Indians
- to pressure American Indians to assimilate into European American culture
- to create a dialogue between American Indian tribes and European settlers

Part B

Select **two** ways that the government's implementation of its policy affected American Indians.

- Formal reservation systems were established for American Indians in the South.
- Reservation land was broken up and granted to individuals instead of to tribes as a whole.
- Tribes were granted the right to negotiate their own trade agreements with foreign countries.
- Tribal governments were weakened or eliminated as tribes officially recognized state and federal laws.
- American Indians were granted immunity from prosecution for involvement in conflicts with western settlers.

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 (2 points) for this item, both Part A and Part B must be correct in their entirety. In order to receive partial credit (1 point) for this item, Part A must be correct.

Sample Response: 0 points

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

Part A

What was the goal of the U.S. government's policy toward American Indians in the late 1800s?

- to increase the independence of American Indian tribes
- to broaden the economic opportunities available to American Indians
- to pressure American Indians to assimilate into European American culture
- to create a dialogue between American Indian tribes and European settlers

Part B

Select **two** ways that the government's implementation of its policy affected American Indians.

- Formal reservation systems were established for American Indians in the South.
- Reservation land was broken up and granted to individuals instead of to tribes as a whole.
- Tribes were granted the right to negotiate their own trade agreements with foreign countries.
- Tribal governments were weakened or eliminated as tribes officially recognized state and federal laws.
- American Indians were granted immunity from prosecution for involvement in conflicts with western settlers.

Notes on Scoring

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

American History
Spring 2023 Item Release

Question 20

Question and Scoring Guidelines

Question 20

What is one reason the United States did not ratify the Treaty of Versailles following World War I?

- Ⓐ The American public felt that the punishment for Germany in the treaty was too weak.
- Ⓑ Germany refused to allow the United States to be part of the negotiations that led to the treaty.
- Ⓒ Senators objected to the idea that the treaty would force the United States to give up its territorial claims overseas.
- Ⓓ Many senators were concerned that the terms of the treaty would require the United States to go to war on behalf of other nations.

Points Possible: 1

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 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.”

Scoring Guidelines

Rationale for Option A: This is incorrect. Although the Treaty of Versailles did include punitive measures against Germany, they were considered to be too harsh by some members of the American public, not too weak.

Rationale for Option B: This is incorrect. Although the United States did eventually enter into a separate treaty with Germany, Germany was on the losing side of the war and did not have the power to exclude the United States from negotiations. Additionally, the United States played a significant role in the negotiations leading to the Treaty of Versailles.

Rationale for Option C: This is incorrect. The Senate rejected the treaty because of its desire to avoid foreign entanglements. The treaty's terms largely limited the territorial claims and expansions of Germany, not the United States.

Rationale for Option D: **Key** – A group of senators, led by Henry Cabot Lodge, opposed membership in the League of Nations, which was embedded into ratification of the treaty. They believed the terms of the treaty, particularly Article X, took the power to wage war away from the U.S. government and gave it to the League of Nations. They feared this would result in the United States being obligated to fight in a foreign war in which it had no material interest.

Sample Response: 1 point

What is one reason the United States did not ratify the Treaty of Versailles following World War I?

- Ⓐ The American public felt that the punishment for Germany in the treaty was too weak.
- Ⓑ Germany refused to allow the United States to be part of the negotiations that led to the treaty.
- Ⓒ Senators objected to the idea that the treaty would force the United States to give up its territorial claims overseas.
- Ⓓ Many senators were concerned that the terms of the treaty would require the United States to go to war on behalf of other nations.

American History
Spring 2023 Item Release

Question 21

Question and Scoring Guidelines

Question 21

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What impact did Prohibition have on U.S. society during the 1920s and early 1930s?

- Ⓐ It led to the creation of African American cultural centers in major cities.
- Ⓑ It led to increased migration of workers and minorities to northern states.
- Ⓒ It led to the establishment of speakeasies and the rise of organized crime.
- Ⓓ It led to an economic shift from agricultural production to industrial production.

Part B

How did the impact identified in Part A affect the policy of Prohibition?

- Ⓐ It was amended to apply only to cities instead of rural areas.
- Ⓑ It was repealed due to its unpopularity and high costs to enforce.
- Ⓒ It was expanded nationwide after being successful at the local and state levels.
- Ⓓ It was extended due to the high levels of economic growth following its passage.

Points Possible: 2

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 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.

Scoring Guidelines

Part A

Rationale for Option A: This is incorrect. The creation of African American cultural centers was a result of the Harlem Renaissance rather than Prohibition, which created a culture of speakeasies and increased crime and corruption.

Rationale for Option B: This is incorrect. While the Great Migration resulted in African Americans’ moving from the South to cities in the Northeast and Midwest, Prohibition wasn’t a major pull factor in this internal migration.

Rationale for Option C: **Key** – Prohibition led to the establishment of speakeasies and crime, and corruption became more widespread, resulting in the rise of organized crime.

Rationale for Option D: This is incorrect. Although the economy as a whole was industrializing during this time period, this was not the result of Prohibition.

Part B

Rationale for Option A: This is incorrect. Prohibition remained a national policy until it was repealed by the 21st Amendment. Although some cities and states continued to implement dry policies, the focus wasn't shifted to only urban instead of rural areas.

Rationale for Option B: **Key** – Prohibition grew even more unpopular throughout the 1920s and 1930s as speakeasies and the rise of organized crime and corruption showed the policy to be difficult and costly to enforce. It was repealed with the passage of the 21st Amendment.

Rationale for Option C: This is incorrect. Prohibition generally lacked public support and was already in place at the national level following the passage of the 18th Amendment. With the development of speakeasies and the rise in organized crime, the policy became even more unpopular and difficult to enforce, leading to its being repealed, not expanded.

Rationale for Option D: This is incorrect. Despite some supporters' thinking that Prohibition would lead to economic growth, it actually had significant negative economic impacts, including the major loss of government tax revenue and the rise of black markets.

American History
Spring 2023 Item Release

Question 21

Sample Responses

Sample Response: 2 points

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What impact did Prohibition have on U.S. society during the 1920s and early 1930s?

- Ⓐ It led to the creation of African American cultural centers in major cities.
- Ⓑ It led to increased migration of workers and minorities to northern states.
- Ⓒ It led to the establishment of speakeasies and the rise of organized crime.
- Ⓓ It led to an economic shift from agricultural production to industrial production.

Part B

How did the impact identified in Part A affect the policy of Prohibition?

- Ⓐ It was amended to apply only to cities instead of rural areas.
- Ⓑ It was repealed due to its unpopularity and high costs to enforce.
- Ⓒ It was expanded nationwide after being successful at the local and state levels.
- Ⓓ It was extended due to the high levels of economic growth following its passage.

Notes on Scoring

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

Sample Response: 1 point

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What impact did Prohibition have on U.S. society during the 1920s and early 1930s?

- Ⓐ It led to the creation of African American cultural centers in major cities.
- Ⓑ It led to increased migration of workers and minorities to northern states.
- Ⓒ It led to the establishment of speakeasies and the rise of organized crime.
- Ⓓ It led to an economic shift from agricultural production to industrial production.

Part B

How did the impact identified in Part A affect the policy of Prohibition?

- Ⓐ It was amended to apply only to cities instead of rural areas.
- Ⓑ It was repealed due to its unpopularity and high costs to enforce.
- Ⓒ It was expanded nationwide after being successful at the local and state levels.
- Ⓓ It was extended due to the high levels of economic growth following its passage.

Notes on Scoring

This response earns partial credit (1 point) because the correct answer is selected in Part A, but the incorrect answer is selected in Part B. To earn full credit (2 points) for this item, both Part A and Part B must be correct.

Sample Response: 1 point

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What impact did Prohibition have on U.S. society during the 1920s and early 1930s?

- Ⓐ It led to the creation of African American cultural centers in major cities.
- Ⓑ It led to increased migration of workers and minorities to northern states.
- Ⓒ It led to the establishment of speakeasies and the rise of organized crime.
- Ⓓ It led to an economic shift from agricultural production to industrial production.

Part B

How did the impact identified in Part A affect the policy of Prohibition?

- Ⓐ It was amended to apply only to cities instead of rural areas.
- Ⓑ It was repealed due to its unpopularity and high costs to enforce.
- Ⓒ It was expanded nationwide after being successful at the local and state levels.
- Ⓓ It was extended due to the high levels of economic growth following its passage.

Notes on Scoring

This response earns partial credit (1 point) because the correct answer is selected in Part A, but the incorrect answer is selected in Part B. To earn full credit (2 points) for this item, both Part A and Part B must be correct.

Sample Response: 0 points

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What impact did Prohibition have on U.S. society during the 1920s and early 1930s?

- Ⓐ It led to the creation of African American cultural centers in major cities.
- Ⓑ It led to increased migration of workers and minorities to northern states.
- Ⓒ It led to the establishment of speakeasies and the rise of organized crime.
- Ⓓ It led to an economic shift from agricultural production to industrial production.

Part B

How did the impact identified in Part A affect the policy of Prohibition?

- Ⓐ It was amended to apply only to cities instead of rural areas.
- Ⓑ It was repealed due to its unpopularity and high costs to enforce.
- Ⓒ It was expanded nationwide after being successful at the local and state levels.
- Ⓓ It was extended due to the high levels of economic growth following its passage.

Notes on Scoring

This 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 (2 points) for this item, both Part A and Part B must be correct. In order to receive partial credit (1 point) for this item, Part A must be correct.

Sample Response: 0 points

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What impact did Prohibition have on U.S. society during the 1920s and early 1930s?

- Ⓐ It led to the creation of African American cultural centers in major cities.
- Ⓑ It led to increased migration of workers and minorities to northern states.
- Ⓒ It led to the establishment of speakeasies and the rise of organized crime.
- Ⓓ It led to an economic shift from agricultural production to industrial production.

Part B

How did the impact identified in Part A affect the policy of Prohibition?

- Ⓐ It was amended to apply only to cities instead of rural areas.
- Ⓑ It was repealed due to its unpopularity and high costs to enforce.
- Ⓒ It was expanded nationwide after being successful at the local and state levels.
- Ⓓ It was extended due to the high levels of economic growth following its passage.

Notes on Scoring

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

American History
Spring 2023 Item Release

Question 25

Question and Scoring Guidelines

Question 25

An excerpt from Article IV of the U.S. Constitution is shown.

The Citizens of each State shall be entitled to all Privileges and Immunities of Citizens in the several States.

How does this excerpt establish a relationship between the people and the government?

- Ⓐ by creating the ability of courts to review the constitutionality of laws
- Ⓑ by dividing political power between the state and national governments
- Ⓒ by establishing the idea that government is based on the social contract
- Ⓓ by affirming that the government must protect citizens' rights and liberties

Points Possible: 1

Reporting Category: Skills and Documents

Content Statement: The U.S. Constitution established the foundations of the American nation and the relationship between the people and their government. (AH.6)

Depth of Knowledge: 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.”

Scoring Guidelines

Rationale for Option A: This is incorrect. The excerpted provision does not establish the ability of the judiciary to review the constitutionality of laws.

Rationale for Option B: This is incorrect. Although federalism is clearly implicated in the Full Faith and Credit clause, the latter does not directly give rise to the former.

Rationale for Option C: This is incorrect. While the social contract is the basis for the formation of the U.S. government, this principle is not outlined specifically in the excerpt.

Rationale for Option D: **Key** – The excerpt indicates the principle of limited government under which citizens' rights and liberties are protected by law.

Sample Response: 1 point

An excerpt from Article IV of the U.S. Constitution is shown.

The Citizens of each State shall be entitled to all Privileges and Immunities of Citizens in the several States.

How does this excerpt establish a relationship between the people and the government?

- Ⓐ by creating the ability of courts to review the constitutionality of laws
- Ⓑ by dividing political power between the state and national governments
- Ⓒ by establishing the idea that government is based on the social contract
- Ⓓ by affirming that the government must protect citizens' rights and liberties

American History
Spring 2023 Item Release

Question 26

Question and Scoring Guidelines

Question 26

Ben is writing a report on President Lyndon Johnson's presidency. He finds a magazine article in which the author claims that legislation passed during the Johnson administration led to a decades-long decline in the number of Americans living in poverty.

Which source can help Ben determine the credibility of the author's claim?

- Ⓐ a government report containing data on the U.S. poverty rate between 1960 and 2000
- Ⓑ a history book that evaluates the successes and failures of Lyndon Johnson's foreign policy
- Ⓒ a transcript of a speech on poverty made by Lyndon Johnson during his 1964 reelection campaign
- Ⓓ a website comparing U.S. economic policies throughout history with the policies of other major countries

Points Possible: 1

Reporting Category: Skills and Documents

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

Depth of Knowledge: 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.”

Scoring Guidelines

Rationale for Option A: **Key** – A government report with long-term economic data will contain relevant information that will allow Ben to assess the credibility of a claim related to long-term trends of the U.S. poverty rate.

Rationale for Option B: This is incorrect. A history book about Lyndon Johnson's foreign policy would be a credible source, but it would not be helpful in assessing a claim related to his domestic economic achievements.

Rationale for Option C: This is incorrect. A speech made by President Johnson in 1964 would not have the decades' worth of hindsight required to verify the author's claim regarding a long-term decline in the U.S. poverty rate; it would also likely be biased in favor of Johnson's own policies.

Rationale for Option D: This is incorrect. While a comparative look at U.S. economic policies throughout history may show how economic policy has changed over time or how the United States has adopted different policies than other major countries, this information would not help to determine the credibility of the author's claim about a decline in poverty following the Johnson administration.

Sample Response: 1 point

Ben is writing a report on President Lyndon Johnson's presidency. He finds a magazine article in which the author claims that legislation passed during the Johnson administration led to a decades-long decline in the number of Americans living in poverty.

Which source can help Ben determine the credibility of the author's claim?

- a government report containing data on the U.S. poverty rate between 1960 and 2000
- a history book that evaluates the successes and failures of Lyndon Johnson's foreign policy
- a transcript of a speech on poverty made by Lyndon Johnson during his 1964 reelection campaign
- a website comparing U.S. economic policies throughout history with the policies of other major countries

American History
Spring 2023 Item Release

Question 28

Question and Scoring Guidelines

Question 28

Click on each blank box and select a phrase to complete the sentences about the Great Depression.

The Great Depression was caused in part by . In an effort to prevent this problem in the future, the federal government created the to protect investors and ensure fair markets.

First Drop-Down Options:

Click on each blank box and select a phrase to complete the sentences about the Great Depression.

The Great Depression was caused in part by . In an effort to prevent this problem in the future, the federal government created the to protect investors and ensure fair markets.

- speculation and buying on margin
- a lack of available consumer credit
- an uneven distribution of New Deal benefits

Second Drop-Down Options:

Click on each blank box and select a phrase to complete the sentences about the Great Depression.

The Great Depression was caused in part by . In an effort to prevent this problem in the future, the federal government created the to protect investors and ensure fair markets.

-
- Civilian Conservation Corps
- Works Progress Administration
- Securities and Exchange Commission

Points Possible: 1

Reporting Category: 1877 – 1945

Content Statement: The Great Depression was caused, in part, by the federal government's monetary policies, stock market speculation, and increasing consumer debt. The role of the federal government expanded as a result of the Great Depression. (AH.19)

Depth of Knowledge: 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."

Scoring Guidelines

For this item, a full-credit response includes:

- Box 1: "speculation and buying on margin" selected
- Box 2: "Securities and Exchange Commission" selected (1 point).

American History
Spring 2023 Item Release

Question 28

Sample Responses

Sample Response: 1 point

Click on each blank box and select a phrase to complete the sentences about the Great Depression.

The Great Depression was caused in part by . In an effort to prevent this problem in the future, the federal government created the to protect investors and ensure fair markets.

Notes on Scoring

This response earns full credit (1 point) because the correct phrase is selected in each blank box to accurately complete the sentences about the Great Depression.

Sample Response: 0 points

Click on each blank box and select a phrase to complete the sentences about the Great Depression.

The Great Depression was caused in part by . In an effort to prevent this problem in the future, the federal government created the to protect investors and ensure fair markets.

Notes on Scoring

This response earns no credit (0 points) because the incorrect phrase is selected in the second blank box to inaccurately complete the sentences about the Great Depression. In order to earn full credit (1 point) for this response, the correct phrase must be selected in both blank boxes to accurately complete the sentences about the Great Depression.

Sample Response: 0 points

Click on each blank box and select a phrase to complete the sentences about the Great Depression.

The Great Depression was caused in part by . In an effort to prevent this problem in the future, the federal government created the to protect investors and ensure fair markets.

Notes on Scoring

This response earns no credit (0 points) because the incorrect phrase is selected in both blank boxes to inaccurately complete the sentences about the Great Depression.

American History
Spring 2023 Item Release

Question 31

Question and Scoring Guidelines

Question 31

How has the perspective of the founders of the National Organization for Women (NOW) been expressed in action?

- Ⓐ NOW has initiated amendments to gain voting rights.
- Ⓑ NOW has protested legislation favoring equal pay to men.
- Ⓒ NOW has opposed access to equal employment opportunities.
- Ⓓ NOW has lobbied for legislation guaranteeing equal rights for women.

Points Possible: 1

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 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.”

Scoring Guidelines

Rationale for Option A: This is incorrect. The 19th Amendment was ratified in 1920, long before the creation of NOW in the 1960s.

Rationale for Option B: This is incorrect. NOW seeks to secure laws that would further equalize pay amongst the sexes.

Rationale for Option C: This is incorrect. NOW promotes, not opposes, equal access to employment opportunities.

Rationale for Option D: **Key** – An action frequently taken by NOW is lobbying officials to secure laws that will help women achieve equal rights in the United States.

Sample Response: 1 point

How has the perspective of the founders of the National Organization for Women (NOW) been expressed in action?

- A NOW has initiated amendments to gain voting rights.
- B NOW has protested legislation favoring equal pay to men.
- C NOW has opposed access to equal employment opportunities.
- D NOW has lobbied for legislation guaranteeing equal rights for women.

American History
Spring 2023 Item Release

Question 41

Question and Scoring Guidelines

Question 41

Between 1877 and 1900, why did the percentage of people living in U.S. agricultural regions decline with the growth of industrialization?

- Ⓐ The federal government stopped providing subsidies to U.S. agricultural producers.
- Ⓑ The construction of interstate highways enabled people to commute to agricultural areas.
- Ⓒ The creation of more efficient agricultural technology reduced the need for labor on farms.
- Ⓓ The U.S. government enacted tariffs to encourage people to purchase imported agricultural products.

Points Possible: 1

Reporting Category: 1877 – 1945

Content Statement: The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society. (AH.8)

Depth of Knowledge: 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.”

Scoring Guidelines

Rationale for Option A: This is incorrect. The federal government had not been providing agricultural subsidies.

Rationale for Option B: This is incorrect. People did not typically commute from urban areas to agricultural areas.

Rationale for Option C: **Key** – Increased automation due to technological advances gradually eliminated the need for substantial amounts of farm labor.

Rationale for Option D: This is incorrect. The U.S. government did not enact tariffs to encourage imports—tariffs generally make goods more expensive.

Sample Response: 1 point

Between 1877 and 1900, why did the percentage of people living in U.S. agricultural regions decline with the growth of industrialization?

- Ⓐ The federal government stopped providing subsidies to U.S. agricultural producers.
- Ⓑ The construction of interstate highways enabled people to commute to agricultural areas.
- Ⓒ The creation of more efficient agricultural technology reduced the need for labor on farms.
- Ⓓ The U.S. government enacted tariffs to encourage people to purchase imported agricultural products.

American History
Spring 2023 Item Release

Question 42

Question and Scoring Guidelines

Question 42

In the late 1940s, the United States adopted the policy of containment to halt the spread of communism in Europe and Asia.

Move each containment policy or related event into the blank box next to its description.

- You do not need to use all the events or policies.

Events and Policies	Descriptions
<input type="text"/>	The United States provided grants and loans to Western European nations to help them recover from the devastation of World War II.
<input type="text"/>	Western European and North American nations formed an alliance to defend against possible Soviet aggression.
<input type="text"/>	The United States entered into a conflict in an attempt to contain the spread of communism.

Chinese Revolution Korean War

Marshall Plan NATO Warsaw Pact

Points Possible: 2

Reporting Category: 1945 – Present

Content Statement: The United States followed a policy of containment during the Cold War in response to the spread of communism. (AH.23)

Depth of Knowledge: 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.”

Scoring Guidelines

For this item, a full-credit response includes:

- “Marshall Plan” in the top blank box
AND
- “NATO” in the middle blank box
AND
- “Korean War” in the bottom blank box (2 points).

For this item, a partial-credit response includes:

- Any two items in the correct location as designated in the full-credit response rubric (1 point).

American History
Spring 2023 Item Release

Question 42

Sample Responses

Sample Response: 2 points

In the late 1940s, the United States adopted the policy of containment to halt the spread of communism in Europe and Asia.

Move each containment policy or related event into the blank box next to its description.

- You do not need to use all the events or policies.

Events and Policies	Descriptions
Marshall Plan	The United States provided grants and loans to Western European nations to help them recover from the devastation of World War II.
NATO	Western European and North American nations formed an alliance to defend against possible Soviet aggression.
Korean War	The United States entered into a conflict in an attempt to contain the spread of communism.
Chinese Revolution	
Warsaw Pact	

Notes on Scoring

This response earns full credit (2 points) because it correctly matches each containment policy or related event to its description.

Sample Response: 1 point

In the late 1940s, the United States adopted the policy of containment to halt the spread of communism in Europe and Asia.

Move each containment policy or related event into the blank box next to its description.

- You do not need to use all the events or policies.

Events and Policies	Descriptions
Marshall Plan	The United States provided grants and loans to Western European nations to help them recover from the devastation of World War II.
NATO	Western European and North American nations formed an alliance to defend against possible Soviet aggression.
Chinese Revolution	The United States entered into a conflict in an attempt to contain the spread of communism.

Korean War

Warsaw Pact

Notes on Scoring

This response earns partial credit (1 point) because it correctly matches two containment policies or related events to their descriptions. In order to earn full credit (2 points) for this response, it must correctly match three containment policies or related events to their descriptions.

Sample Response: 1 point

In the late 1940s, the United States adopted the policy of containment to halt the spread of communism in Europe and Asia.

Move each containment policy or related event into the blank box next to its description.

- You do not need to use all the events or policies.

Events and Policies	Descriptions
Warsaw Pact	The United States provided grants and loans to Western European nations to help them recover from the devastation of World War II.
NATO	Western European and North American nations formed an alliance to defend against possible Soviet aggression.
Korean War	The United States entered into a conflict in an attempt to contain the spread of communism.
Chinese Revolution	
Marshall Plan	

Notes on Scoring

This response earns partial credit (1 point) because it correctly matches two containment policies or related events to their descriptions. In order to earn full credit (2 points) for this response, it must correctly match three containment policies or related events to their descriptions.

Sample Response: 0 points

In the late 1940s, the United States adopted the policy of containment to halt the spread of communism in Europe and Asia.

Move each containment policy or related event into the blank box next to its description.

- You do not need to use all the events or policies.

Events and Policies	Descriptions
Warsaw Pact	The United States provided grants and loans to Western European nations to help them recover from the devastation of World War II.
Chinese Revolution	Western European and North American nations formed an alliance to defend against possible Soviet aggression.
Korean War	The United States entered into a conflict in an attempt to contain the spread of communism.

Marshall Plan NATO

Notes on Scoring

This response earns no credit (0 points) because it incorrectly matches two containment policies or related events to their descriptions. In order to earn partial credit (1 point), a response must correctly match at least two containment policies or related events to their descriptions. In order to earn full credit (2 points) for this response, it must correctly match three containment policies or related events to their descriptions.

Sample Response: 0 points

In the late 1940s, the United States adopted the policy of containment to halt the spread of communism in Europe and Asia.

Move each containment policy or related event into the blank box next to its description.

- You do not need to use all the events or policies.

Events and Policies	Descriptions
NATO	The United States provided grants and loans to Western European nations to help them recover from the devastation of World War II.
Chinese Revolution	Western European and North American nations formed an alliance to defend against possible Soviet aggression.
Marshall Plan	The United States entered into a conflict in an attempt to contain the spread of communism.

Korean War

Warsaw Pact

Notes on Scoring

This response earns no credit (0 points) for incorrectly matching all three containment policies or related events to their descriptions.

American History
Spring 2023 Item Release

Question 44

Question and Scoring Guidelines

Question 44

What impact did the Soviet Union's detonation of an atomic bomb have in 1949?

- Ⓐ It led to the end of World War II.
- Ⓑ It led to the emergence of a second superpower.
- Ⓒ It led to the Soviet Union's expulsion from the United Nations.
- Ⓓ It led to a declaration of war between the United States and Soviet Union.

Points Possible: 1

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 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.

Scoring Guidelines

Rationale for Option A: This is incorrect. The United States' detonation of nuclear weapons in Japan led to the end of World War II. The successful test of a nuclear weapon by the Soviet Union in 1949 led to an escalation in Cold War tensions.

Rationale for Option B: **Key** – The Soviet Union's successful test of a nuclear weapon in 1949 led to the emergence of a second superpower that could compete militarily with the United States.

Rationale for Option C: This is incorrect. The Soviet Union was not expelled from the United Nations as a result of its detonation of a nuclear weapon in 1949.

Rationale for Option D: This is incorrect. Although Cold War tensions between the United States and the Soviet Union escalated as a result of the Soviet Union's test of a nuclear weapon in 1949, the two countries never directly fought in a war against one another.

Sample Response: 1 point

What impact did the Soviet Union's detonation of an atomic bomb have in 1949?

- A It led to the end of World War II.
- B It led to the emergence of a second superpower.
- C It led to the Soviet Union's expulsion from the United Nations.
- D It led to a declaration of war between the United States and Soviet Union.

American History
Spring 2023 Item Release

Question 48

Question and Scoring Guidelines

Question 48

How did rapid industrialization during the late 1800s affect the U.S. workforce?

- Ⓐ Increased numbers of immigrants sought employment in urban areas.
- Ⓑ Many women who had previously worked in urban areas lost their jobs.
- Ⓒ The unemployment rate in the country increased as the demand for labor decreased.
- Ⓓ Many factory workers moved to rural areas because of the development of industrial automation.

Points Possible: 1

Reporting Category: 1877 – 1945

Content Statement: Immigration, internal migration and urbanization transformed American life. (AH.10)

Depth of Knowledge: 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.

Scoring Guidelines

Rationale for Option A: Key – As a result of industrialization, many immigrants came to the United States, specifically to urban areas, in search of employment.

Rationale for Option B: This is incorrect. The industrial revolution led to an increased demand for female workers in urban areas.

Rationale for Option C: This is incorrect. Rapid industrialization led to an overall increase in the demand for labor.

Rationale for Option D: This is incorrect. Jobs became increasingly available in factories during the late 1800s, and increasingly unavailable in rural areas during the same period.

Sample Response: 1 point

How did rapid industrialization during the late 1800s affect the U.S. workforce?

- A Increased numbers of immigrants sought employment in urban areas.
- B Many women who had previously worked in urban areas lost their jobs.
- C The unemployment rate in the country increased as the demand for labor decreased.
- D Many factory workers moved to rural areas because of the development of industrial automation.