

Ohio's State Tests

**PRACTICE TEST ANSWER KEY &
SCORING GUIDELINES**

**AMERICAN
HISTORY**

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

Question No.	Item Type	Course	Content Statement	Answer Key	Points
1	Graphic Response	American History	After WWI, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs. (16)	---	2 points
2	Matching	American History	The Federalist Papers and the Anti-Federalist Papers structured the national debate over the ratification of the Constitution of the United States. (8)	---	2 points
3	Short Response	American History	Historians develop theses and use evidence to support or refute positions. (3)	---	2 points
4	Extended Response	American History	The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions and violence toward supporters of organized labor. (11)	---	4 points
5	Multiple Choice	American History	Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights. (28)	C	1 point
6	Multiple Choice	American History	The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act have had social and political effects. (30)	D	1 point

American History
Practice Test
Content Summary and Answer Key

Question No.	Item Type	Course	Content Statement	Answer Key	Points
7	Multiple Choice	American History	The Progressive era was an effort to address the ills of American society stemming from industrial capitalism, urbanization and political corruption. (14)	C	1 point
8	Multiple Choice	American History	Racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I. (17)	C	1 point
9	Multiple Choice	1945 – Present	Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security. (31)	A	1 point
10	Multiple Choice	American History	The use of primary and secondary sources of information includes an examination of the credibility of each source. (2)	C	1 point
11	Multi-Select	American History	Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized. (13)	A, D	1 point
12	Evidence-Based Selected Response	American History	Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age. (23)	C; B	2 points
13	Graphic Response	American History	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. (20)	---	2 points
14	Multiple Choice	American History	The use of primary and secondary sources of information includes an examination of the credibility of each source. (2)	B	1 point

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

Question No.	Item Type	Course	Content Statement	Answer Key	Points
15	Multiple Choice	American History	The Second Red Scare and McCarthyism reflected Cold War fears in American society. (25)	C	1 point
16	Graphic Response	American History	The postwar economic boom, greatly affected by advances in science, produced epic changes in American life. (29)	---	2 points
17	Multiple Choice	American History	Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized. (13)	D	1 point
18	Multiple Choice	American History	Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized. (13)	B	1 point
19	Matching Item	American History	Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term casual relations. (4)	---	2 points
20	Graphic Response	1877 – 1945	The Progressive Era was an effort to address the ills of American society stemming from industrial capitalism, urbanization and political corruption. (14)	---	1 point
21	Multiple Choice	1945 – Present	The United States faced new political, national security and economic challenges in the post-Cold War world and following the attacks on September 11, 2001. (33)	B	1 point
22	Multiple Choice	1945 – Present	The United States followed a policy of containment during the Cold War in response to the spread of communism. (24)	B	1 point

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

Question No.	Item Type	Course	Content Statement	Answer Key	Points
23	Multiple Choice	1945 – Present	The Second Red Scare and McCarthyism reflected Cold War fears in American society. (25)	A	1 point
24	Multiple Choice	Skills and Documents	Historians develop theses and use evidence to support or refute positions. (3)	A	1 point
25	Graphic Response	1945 – Present	The United States faced new political, national security and economic challenges in the post-Cold War world and following the attacks on September 11, 2001. (33)	---	2 points
26	Inline Task Choice	American History	Political debates focused on the extent of the role of the government in the economy, environmental protection, social welfare and national security. (31)	---	1 point
27	Gap Match	American History	The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society. (10)	---	2 points

**American History
Practice Test**

Question 1

Question and Scoring Guidelines

Question 1

After World War I, the United States signed treaties with other nations in an attempt to prevent future wars.

A. Move the phrases that describe how these actions attempted to prevent future wars into the blank boxes in part A.

B. Move the policy of the United States that was reflected by these actions into the blank box in part B.

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

Post-World War I Treaties

A. Ways these actions attempted to prevent war:

[]

B. U.S. policy that these actions reflect:

[]

Limit of naval arms	Limit territorial expansion
Stop the spread of Nazism	Big Stick Diplomacy
Containment Policy	Isolationist Policy

[]

Points Possible: 2

Course: American History

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

Scoring Guidelines

For this item, a full-credit response includes

- "Limit of naval arms" and "Limit territorial expansion" in section A
- AND
- "Isolationist Policy" in section B (2 points).

For this item, a partial-credit response includes:

- "Limit of naval arms" and "Limit territorial expansion" in section A
- OR
- "Isolationist policy" in section B (1 point).

**American History
Practice Test**

Question 1

Sample Responses

Sample Response: 2 points

After World War I, the United States signed treaties with other nations in an attempt to prevent future wars.

A. Move the phrases that describe how these actions attempted to prevent future wars into the blank boxes in part A.

B. Move the policy of the United States that was reflected by these actions into the blank box in part B.

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

Post-World War I Treaties

A. Ways these actions attempted to prevent war:

Limit of naval arms Limit territorial expansion

B. U.S. policy that these actions reflect:

Isolationist Policy

Stop the spread of NazismBig Stick Diplomacy

Containment Policy

Notes on Scoring

This response earns full credit (2 points). In Part A of the answer response box, students need to place 'Limit of naval arms' and 'Limit territorial expansion' in the blank boxes. In Part B, students should place 'Isolationist Policy.' The other choices are incorrect.

Sample Response: 1 point

After World War I, the United States signed treaties with other nations in an attempt to prevent future wars.

A. Move the phrases that describe how these actions attempted to prevent future wars into the blank boxes in part A.

B. Move the policy of the United States that was reflected by these actions into the blank box in part B.

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

Post-World War I Treaties

A. Ways these actions attempted to prevent war:

B. U.S. policy that these actions reflect:

Notes on Scoring

This response earns partial credit (1 point). The student receives 1 point for correctly placing 'Limit of naval arms' and 'Limit territorial expansion' in Part A. The student's response for Part B receives no credit.

Sample Response: 1 point

After World War I, the United States signed treaties with other nations in an attempt to prevent future wars.

A. Move the phrases that describe how these actions attempted to prevent future wars into the blank boxes in part A.

B. Move the policy of the United States that was reflected by these actions into the blank box in part B.

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

Post-World War I Treaties

A. Ways these actions attempted to prevent war:

Limit of naval arms

Big Stick Diplomacy

B. U.S. policy that these actions reflect:

Isolationist Policy

Limit territorial expansion

Stop the spread of Nazism

Containment Policy

Notes on Scoring

This response earns partial credit (1 point). The student receives 1 point for correctly placing 'Isolationist Policy' in Part B.

Sample Response: 0 points

After World War I, the United States signed treaties with other nations in an attempt to prevent future wars.

A. Move the phrases that describe how these actions attempted to prevent future wars into the blank boxes in part A.

B. Move the policy of the United States that was reflected by these actions into the blank box in part B.

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

Post-World War I Treaties

A. Ways these actions attempted to prevent war:

Limit territorial expansion Big Stick Diplomacy

B. U.S. policy that these actions reflect:

Containment Policy

Limit of naval arms

Stop the spread of Nazism

Isolationist Policy

After World War I, the United States signed treaties with other nations in an attempt to prevent future wars.

A. Move the phrases that describe how these actions attempted to prevent future wars into the blank boxes in part A.

B. Move the policy of the United States that was reflected by these actions into the blank box in part B.

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

Post-World War I Treaties

A. Ways these actions attempted to prevent war:

Limit territorial expansion

B. U.S. policy that these actions reflect:

Containment Policy

Limit of naval arms

Stop the spread of Nazism

Big Stick Diplomacy

Isolationist Policy

**American History
Practice Test**

Question 2

Question and Scoring Guidelines

Question 2

Federalists and Anti-Federalists debated issues and concerns related to the proposed Constitution.

Select the boxes to identify each argument as a Federalist position or an Anti-Federalist position.

	Federalist	Anti-Federalist
The rights of citizens should be listed in the Constitution.	<input type="checkbox"/>	<input type="checkbox"/>
The use of a standing army threatens the liberty of citizens.	<input type="checkbox"/>	<input type="checkbox"/>
The protection of national interests requires a standing army.	<input type="checkbox"/>	<input type="checkbox"/>
The rights of citizens are inherent and do not need to be defined.	<input type="checkbox"/>	<input type="checkbox"/>
The national government holds too much power compared to individual states.	<input type="checkbox"/>	<input type="checkbox"/>

Points Possible: 2

Course: American History

Content Statement: The Federalist Papers and the Anti-Federalist Papers structured the national debate over the ratification of the Constitution of the United States. (8)

Scoring Guidelines

For this item, a full-credit response includes

- "Anti-Federalist" selected for "The rights of citizens should be listed in the Constitution."

AND

- "Anti-Federalist" selected for "The use of a standing army threatens the liberty of citizens."

AND

- "Federalist" selected for "The protection of national interests requires a standing army."

AND

- "Federalist" selected for "The rights of citizens are inherent and do not need to be defined."

AND

- "Anti-Federalist" selected for "The national government holds too much power compared to individual states." (2 points).

For this item, a partial-credit response includes

- At least three correct selections. (1 point).

**American History
Practice Test**

Question 2

Sample Responses

Sample Response: 2 points

Federalists and Anti-Federalists debated issues and concerns related to the proposed Constitution.

Select the boxes to identify each argument as a Federalist position or an Anti-Federalist position.

	Federalist	Anti-Federalist
The rights of citizens should be listed in the Constitution.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The use of a standing army threatens the liberty of citizens.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The protection of national interests requires a standing army.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The rights of citizens are inherent and do not need to be defined.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The national government holds too much power compared to individual states.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Notes on Scoring

This response earns full credit (2 points). This response correctly identifies each argument as either the Federalist or Anti-Federalist position.

Sample Response: 1 point

Federalists and Anti-Federalists debated issues and concerns related to the proposed Constitution.

Select the boxes to identify each argument as a Federalist position or an Anti-Federalist position.

	Federalist	Anti-Federalist
The rights of citizens should be listed in the Constitution.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The use of a standing army threatens the liberty of citizens.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The protection of national interests requires a standing army.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The rights of citizens are inherent and do not need to be defined.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The national government holds too much power compared to individual states.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Notes on Scoring

This response earns partial credit (1 point). This response correctly identifies the first, third and fifth arguments.

Sample Response: 1 point

Federalists and Anti-Federalists debated issues and concerns related to the proposed Constitution.

Select the boxes to identify each argument as a Federalist position or an Anti-Federalist position.

	Federalist	Anti-Federalist
The rights of citizens should be listed in the Constitution.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The use of a standing army threatens the liberty of citizens.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The protection of national interests requires a standing army.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The rights of citizens are inherent and do not need to be defined.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The national government holds too much power compared to individual states.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Notes on Scoring

This response earns partial credit (1 point). This response correctly identifies the first, second, third and fifth arguments.

Sample Response: 0 points

Federalists and Anti-Federalists debated issues and concerns related to the proposed Constitution.

Select the boxes to identify each argument as a Federalist position or an Anti-Federalist position.

	Federalist	Anti-Federalist
The rights of citizens should be listed in the Constitution.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The use of a standing army threatens the liberty of citizens.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The protection of national interests requires a standing army.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The rights of citizens are inherent and do not need to be defined.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The national government holds too much power compared to individual states.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Notes on Scoring

This response earns no credit (0 points). This response correctly identifies only one argument (the fifth argument).

Sample Response: 0 points

Federalists and Anti-Federalists debated issues and concerns related to the proposed Constitution.

Select the boxes to identify each argument as a Federalist position or an Anti-Federalist position.

	Federalist	Anti-Federalist
The rights of citizens should be listed in the Constitution.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The use of a standing army threatens the liberty of citizens.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The protection of national interests requires a standing army.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The rights of citizens are inherent and do not need to be defined.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The national government holds too much power compared to individual states.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Notes on Scoring

This response earns no credit (0 points). This response correctly identifies only two arguments (the third and fourth arguments).

**American History
Practice Test**

Question 3

Question and Scoring Guidelines

Question 3

Use the following tables to answer the question.

Percent of the U.S. Population That is Foreign-Born

	1970	2000
Percent	4.7	10.4

Origins of the U.S. Foreign-Born Population (in percents)

	1970	2000
Latin America	19.4	51.0
Asia	8.9	25.5
Europe	61.7	15.3
Other Areas	10.0	8.2

Data Source: U.S. Census Bureau, *Profile of the Foreign-Born Population in the United States: 2000*

Using the data in the tables above, support or refute the following thesis:

- Between 1970 and 2000, there was an increase in cultural diversity in the United States.

Type your answer in the space provided.

B I U T_x

Points Possible: 2

Course: American History

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

Scoring Guidelines

<u>Score Point</u>	<u>Description</u>
2 points	The response provides an accurate and complete (references both sets of data) explanation as to why the data support the thesis.
1 point	The response provides a partially accurate and/or incomplete (does not reference both sets of data) explanation as to why the data support the thesis.
0 points	The response does not meet any of the above criteria. The response may accurately portray the data but claim the data refutes the thesis. The response may not indicate any position on the thesis or may indicate that the data is inconclusive.

**American History
Practice Test**

Question 3

Sample Responses

Sample Response: 2 points

Use the following tables to answer the question.

Percent of the U.S. Population That is Foreign-Born

	1970	2000
Percent	4.7	10.4

Origins of the U.S. Foreign-Born Population (in percents)

	1970	2000
Latin America	19.4	51.0
Asia	8.9	25.5
Europe	61.7	15.3
Other Areas	10.0	8.2

Data Source: U.S. Census Bureau, *Profile of the Foreign-Born Population in the United States: 2000*

Using the data in the tables above, support or refute the following thesis:

- Between 1970 and 2000, there was an increase in cultural diversity in the United States.

Type your answer in the space provided.

B I U I_x **☰ ☲ ☱ ☴ ☵ ☶ ☷** **✂** **📄** **📁** **↶** **↷** **ABC** **Ω**

I support, there was an increase in cultural diversity in the U.S. between 1970 & 2000.

- the percent of foreign born increased
- the foreign born population of latin Americans & Asians increased.

Notes on Scoring

This response earns full credit (2 points). By referencing both sets of data, the response provides an accurate and complete explanation as to why the data support the thesis (“I support, there was an increase in cultural diversity”):

- “the percent of foreign born increased”
- “the foreign born population of latin Americans & Asians increased”

Sample Response: 2 points

Use the following tables to answer the question.

Percent of the U.S. Population That is Foreign-Born

	1970	2000
Percent	4.7	10.4

Origins of the U.S. Foreign-Born Population (in percents)

	1970	2000
Latin America	19.4	51.0
Asia	8.9	25.5
Europe	61.7	15.3
Other Areas	10.0	8.2

Data Source: U.S. Census Bureau, *Profile of the Foreign-Born Population in the United States: 2000*

Using the data in the tables above, support or refute the following thesis:

- Between 1970 and 2000, there was an increase in cultural diversity in the United States.

Type your answer in the space provided.

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

The statement is correct when you consider that foreigners in our population grew 6% and latin-americans grew 30%

Notes on Scoring

This response earns full credit (2 points). By referencing both sets of data, the response provides an accurate and complete explanation as to why the data support the thesis ("The statement is correct"):

- "foreigners in our population grew 6%"
- "latin-americans grew 30%"

Sample Response: 1 point

Use the following tables to answer the question.

Percent of the U.S. Population That is Foreign-Born

	1970	2000
Percent	4.7	10.4

Origins of the U.S. Foreign-Born Population (in percents)





	1970	2000
Latin America	19.4	51.0
Asia	8.9	25.5
Europe	61.7	15.3
Other Areas	10.0	8.2

Data Source: U.S. Census Bureau, *Profile of the Foreign-Born Population in the United States: 2000*

Using the data in the tables above, support or refute the following thesis:

- Between 1970 and 2000, there was an increase in cultural diversity in the United States.

Type your answer in the space provided.

B I U I_x        

Between the years 1970 and 2000 there was an increase in cultural diversity, I support this statement because in 1970 only 4.7% of Americans were Foreign-born and by the year 2000 10.4% of Americans were Foreign born this Shows a 6.3% increase in the cultural diversity.

Notes on Scoring

This response earns partial credit (1 point). By referencing only one set of data, the response provides an accurate and partial explanation as to why the data support the thesis ("I support this statement because in 1970 only 4.7% of Americans were Foreign-born and by the year 2000 10.4% of Americans were Foreign-born this Shows a 6.3% increase in cultural diversity."). The incorrect calculation does not cause the student to lose a point.

Sample Response: 1 point

Use the following tables to answer the question.

Percent of the U.S. Population That is Foreign-Born

	1970	2000
Percent	4.7	10.4

Origins of the U.S. Foreign-Born Population (in percents)

	1970	2000
Latin America	19.4	51.0
Asia	8.9	25.5
Europe	61.7	15.3
Other Areas	10.0	8.2

Data Source: U.S. Census Bureau, *Profile of the Foreign-Born Population in the United States: 2000*

Using the data in the tables above, support or refute the following thesis:

- Between 1970 and 2000, there was an increase in cultural diversity in the United States.

Type your answer in the space provided.

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

I support the following thesis of the increase in cultural diversity in the United States because the percentage of 1970 to 2000 increased by 5.7 percent.

Notes on Scoring

This response earns partial credit (1 point). By referencing only one set of data, the response provides an accurate and partial explanation as to why the data support the thesis ("I support the following thesis...because the percentage of 1970 to 2000 increased by 5.7 percent.").

Sample Response: 1 point

Use the following tables to answer the question.

Percent of the U.S. Population That is Foreign-Born

	1970	2000
Percent	4.7	10.4

Origins of the U.S. Foreign-Born Population (in percents)

	1970	2000
Latin America	19.4	51.0
Asia	8.9	25.5
Europe	61.7	15.3
Other Areas	10.0	8.2

Data Source: U.S. Census Bureau, *Profile of the Foreign-Born Population in the United States: 2000*

Using the data in the tables above, support or refute the following thesis:

- Between 1970 and 2000, there was an increase in cultural diversity in the United States.

Type your answer in the space provided.

B I U T_x | | | | | | | |

Yes, the increase in cultural diversity in certain races such as Latin America, and Asia as the years by there percentage went up, but in European and other areas there percentage went down

Notes on Scoring

This response earns partial credit (1 point). By referencing only one set of data, the response provides an accurate and partial explanation as to why the data support the thesis (“Yes, the increase in cultural diversity in certain races such as Latin America, and Asia as the years by there percentage went up”).

Sample Response: 0 points

Use the following tables to answer the question.

Percent of the U.S. Population That is Foreign-Born

	1970	2000
Percent	4.7	10.4

Origins of the U.S. Foreign-Born Population (in percents)

	1970	2000
Latin America	19.4	51.0
Asia	8.9	25.5
Europe	61.7	15.3
Other Areas	10.0	8.2

Data Source: U.S. Census Bureau, *Profile of the Foreign-Born Population in the United States: 2000*

Using the data in the tables above, support or refute the following thesis:

- Between 1970 and 2000, there was an increase in cultural diversity in the United States.

Type your answer in the space provided.

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

The data in the tables does not suggest an increase in cultural diversity. It rather suggests that specific foreign nations decreased in immigration to the U.S. and specific foreign nations increased in immigration to the U.S. Immigration from areas other than the ones listed ("other areas" decreased) indicating a possible decrease in cultural diversity of the U.S. The increases and decreases of the immigration from specific foreign areas were already present in the U.S. therefore not effecting the cultural diversity

Notes on Scoring

This response earns no credit (0 points). The response indicates inadequate understanding of the concept needed to answer the item. The response refutes the thesis, which cannot be supported by the data.

Sample Response: 0 points

Use the following tables to answer the question.

Percent of the U.S. Population That is Foreign-Born

	1970	2000
Percent	4.7	10.4

Origins of the U.S. Foreign-Born Population (in percents)

	1970	2000
Latin America	19.4	51.0
Asia	8.9	25.5
Europe	61.7	15.3
Other Areas	10.0	8.2

Data Source: U.S. Census Bureau, *Profile of the Foreign-Born Population in the United States: 2000*

Using the data in the tables above, support or refute the following thesis:

- Between 1970 and 2000, there was an increase in cultural diversity in the United States.

Type your answer in the space provided.

B I U I_x [List Bulleted] [List Numbered] [Align Left] [Align Center] [Align Right] [Undo] [Redo] [Insert Link] [Insert Image] [Ω]

Between 1970 and 2000 there was an increase in cultural diversity in the United States The percent of the US population that is foreign-born in 1970 was 4.7, this percent went up to 10.4 by 2000. Latin Americans and Asians born in the US went from 19.4% to 51.0% and 8.9% to 25.5%. This indicates more diversity.

Notes on Scoring

This response earns no credit (0 points). The response indicates inadequate understanding of the concept needed to answer the item. The response repeats the thesis stated in the prompt and provides relevant data without indicating a position on the thesis.

Sample Response: 0 points

Use the following tables to answer the question.

Percent of the U.S. Population That is Foreign-Born

	1970	2000
Percent	4.7	10.4

Origins of the U.S. Foreign-Born Population (in percents)

	1970	2000
Latin America	19.4	51.0
Asia	8.9	25.5
Europe	61.7	15.3
Other Areas	10.0	8.2

Data Source: U.S. Census Bureau, *Profile of the Foreign-Born Population in the United States: 2000*

Using the data in the tables above, support or refute the following thesis:

- Between 1970 and 2000, there was an increase in cultural diversity in the United States.

Type your answer in the space provided.

B I U I_x | **¶** **☰** **☲** **☱** **☴** | **✂** **📄** **🔒** **↶** **↷** **ABC** **Ω**

well that is a true statement but their is a big increase in the cultural diversity.

Notes on Scoring

This response earns no credit (0 points). The response indicates inadequate understanding of the concept needed to answer the item. The response indicates an accurate position on the thesis without referencing both sets of data.

**American History
Practice Test**

Question 4

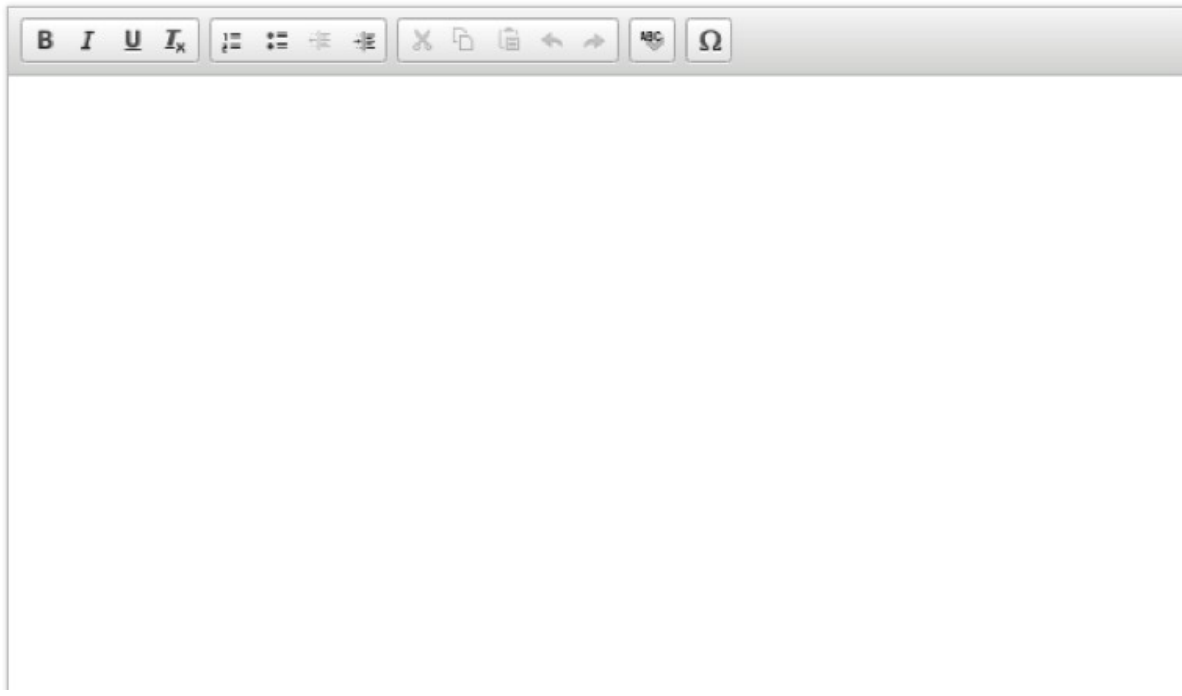
Question and Scoring Guidelines

Question 4

Between 1870 and 1900, industrialization in the United States led to working conditions that labor unions opposed.

- Identify two working conditions that labor unions opposed.
- Then, for each working condition, identify a demand made by labor unions to change the working condition.

Type your answer in the space provided.



The image shows a rich text editor interface. At the top, there is a toolbar with various icons for text formatting and editing. The icons include: Bold (B), Italic (I), Underline (U), Strikethrough (ABC), Bulleted List (•), Numbered List (1), Indent (left and right arrows), Decrease Indent (left arrow), Undo (curved arrow), Redo (curved arrow), ABC (text color), and Omega (Ω). Below the toolbar is a large, empty white rectangular area for entering the answer.

Points Possible: 4

Course: American History

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

Scoring Guidelines

<u>Score Point</u>	<u>Description</u>
4 points	The response identifies two working conditions that labor unions opposed AND, for each working condition, identifies a related demand made by labor unions to change the working conditions.
3 points	The response identifies two working conditions that labor unions opposed AND identifies a related demand made by labor unions to change one working condition; OR The response identifies one working condition that labor unions opposed AND identifies two related demands made by labor unions to change the working condition.
2 points	The response identifies two working conditions that labor unions opposed; OR The response identifies two demands made by labor unions to change working conditions; OR The response identifies one working condition that labor unions opposed AND identifies one related demand made by labor unions to change the working condition.
1 point	The response identifies one working condition that labor unions opposed; OR The response identifies one demand made by labor unions to change working conditions.
0 points	The response does not meet any of the above criteria. The response indicates inadequate or no understanding of the idea or concept needed to answer the item.

**American History
Practice Test**

Question 4

Sample Responses

Sample Response: 4 points

Between 1870 and 1900, industrialization in the United States led to working conditions that labor unions opposed.

- Identify two working conditions that labor unions opposed.
- Then, for each working condition, identify a demand made by labor unions to change the working condition.

Type your answer in the space provided.

B I U I_x [List Bulleted] [List Numbered] [List None] [List None] [Cut] [Copy] [Paste] [Undo] [Redo] [Undo] [Ω]

Between 1870 and 1900 in the industrialization in the United States had working conditions that labor unions opposed, such as, long working hours with little pay and child labor. A demand made by the labor unions to change the working conditions were shorter hours (8 hour days) and fair pay. they also demanded that child labor be illegal.

Notes on Scoring

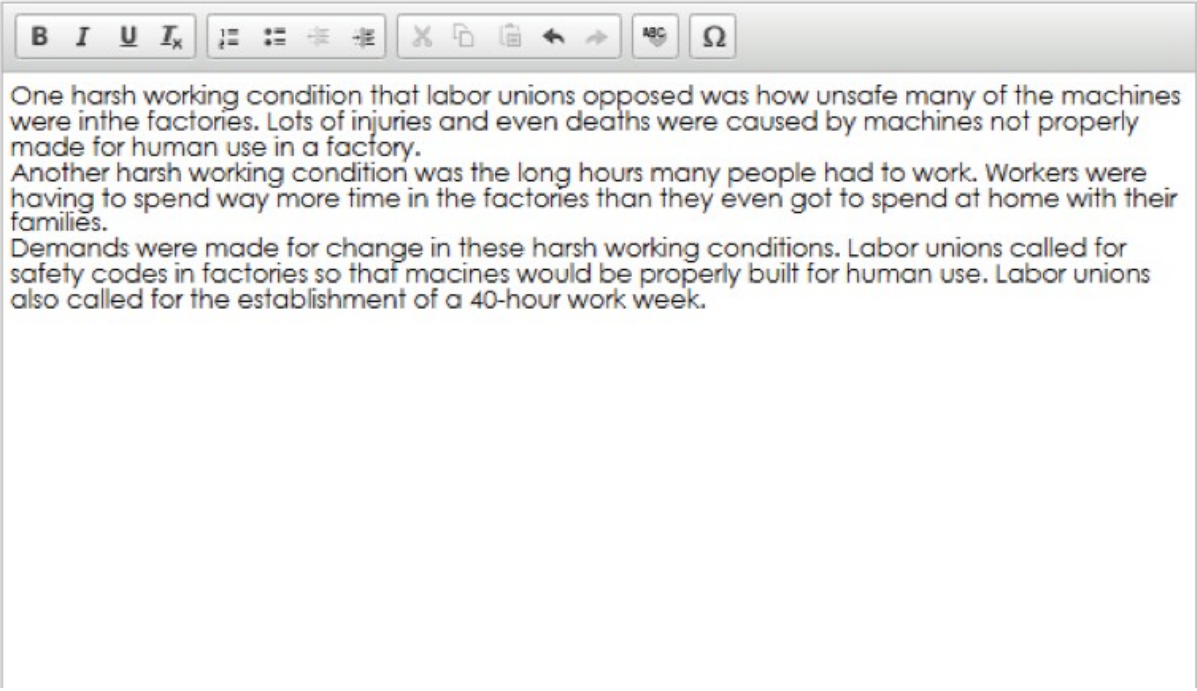
This response earns full credit (4 points). The response identifies more than two working conditions that labor unions opposed ("long working hours with little pay and child labor") and, for each working condition, identifies a related demand made by labor unions to change the working conditions ["shorter hours (8 hour days) and fair pay. they also demanded that child labor be illegal."].

Sample Response: 4 points

Between 1870 and 1900, industrialization in the United States led to working conditions that labor unions opposed.

- Identify two working conditions that labor unions opposed.
- Then, for each working condition, identify a demand made by labor unions to change the working condition.

Type your answer in the space provided.



The screenshot shows a text editor with a toolbar at the top containing icons for bold, italic, underline, strikethrough, bulleted list, numbered list, indent, outdent, undo, redo, link, unlink, and a search icon. Below the toolbar, the text reads: "One harsh working condition that labor unions opposed was how unsafe many of the machines were in the factories. Lots of injuries and even deaths were caused by machines not properly made for human use in a factory. Another harsh working condition was the long hours many people had to work. Workers were having to spend way more time in the factories than they even got to spend at home with their families. Demands were made for change in these harsh working conditions. Labor unions called for safety codes in factories so that machines would be properly built for human use. Labor unions also called for the establishment of a 40-hour work week."

Notes on Scoring

This response earns full credit (4 points). The response identifies two working conditions ("unsafe...machines" and "long hours") and, for each working condition, identifies a related demand made by labor unions ("safety codes" and "establishment of a 40-hour work week").

Sample Response: 3 points

Between 1870 and 1900, industrialization in the United States led to working conditions that labor unions opposed.

- Identify two working conditions that labor unions opposed.
- Then, for each working condition, identify a demand made by labor unions to change the working condition.

Type your answer in the space provided.

B I U I_x | **¶** **☰** **☰** **☰** **☰** | **X** **📄** **📄** **↶** **↷** **ABC** **Ω**

Two working conditions that labor unions opposed were child labor and low pay for long hours. The labor unions wanted to change child labor because small children has to crawl in between parts of a machine which adults could not and this usually resulted in loss of a limb. Therefore, the labor unions proposed child labor laws. For the low pay for long hours, adults would work about 14 hours in dangerous factories and get paid almost nothing. The labor unions did not believe that this was fair and wanted to change it.

Notes on Scoring

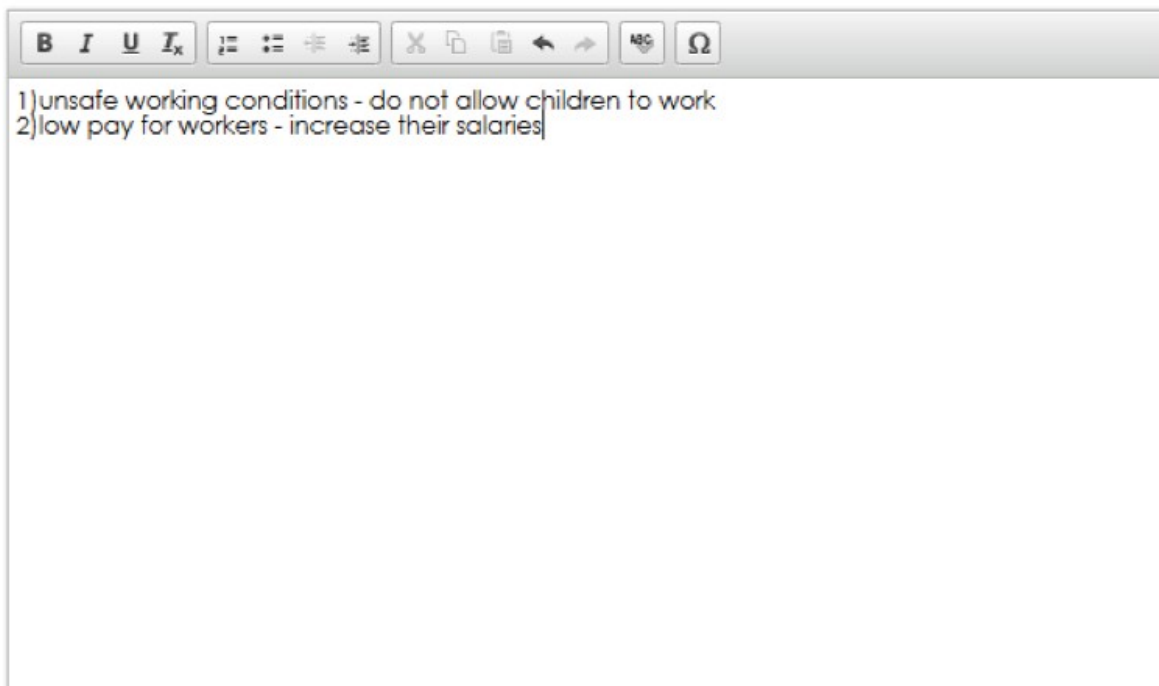
This response earns partial credit (3 points). The response identifies two working conditions that labor unions opposed ("child labor") and ("low pay for long hours") and identifies a related demand made by labor unions to change one working condition ("the labor unions proposed child labor laws"). The response provides a second demand ("wanted to change it"), which is too vague to receive credit.

Sample Response: 3 points

Between 1870 and 1900, industrialization in the United States led to working conditions that labor unions opposed.

- Identify two working conditions that labor unions opposed.
- Then, for each working condition, identify a demand made by labor unions to change the working condition.

Type your answer in the space provided.



1) unsafe working conditions - do not allow children to work
2) low pay for workers - increase their salaries

Notes on Scoring

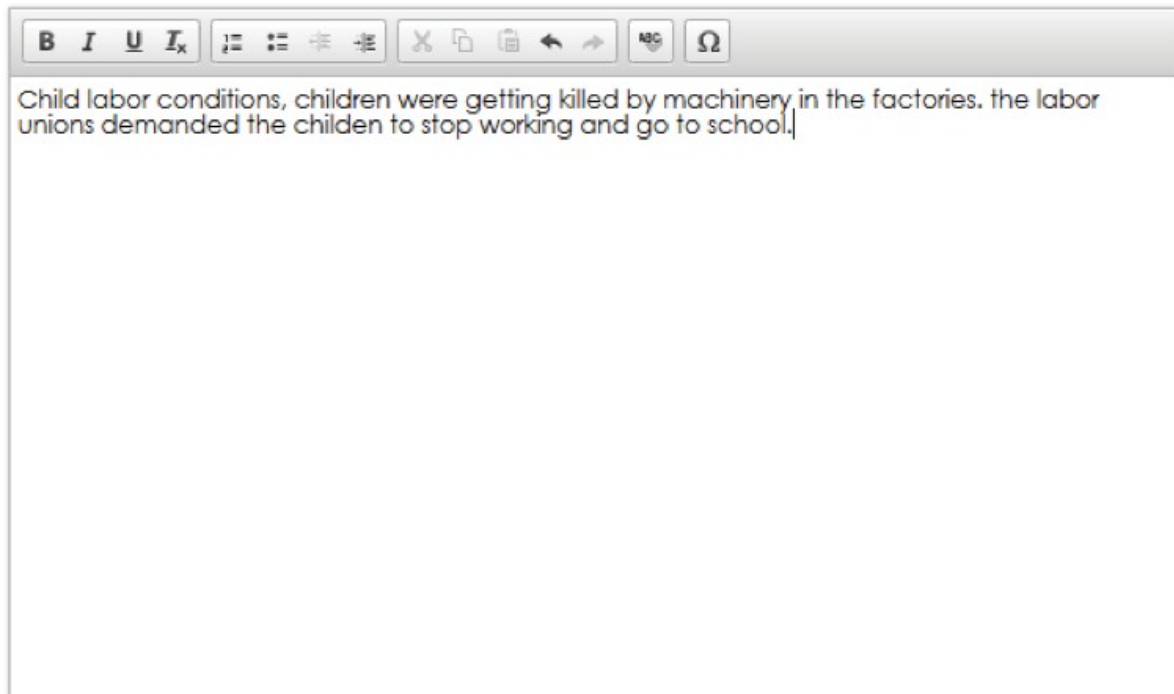
This response earns partial credit (3 points). The response identifies two working conditions that labor unions opposed (“unsafe working conditions” and “low pay”) and identifies one related demand made by labor unions to change one working condition (“increase their salaries”), and one demand unrelated to the identified condition.

Sample Response: 2 points

Between 1870 and 1900, industrialization in the United States led to working conditions that labor unions opposed.

- Identify two working conditions that labor unions opposed.
- Then, for each working condition, identify a demand made by labor unions to change the working condition.

Type your answer in the space provided.



Child labor conditions, children were getting killed by machinery in the factories. the labor unions demanded the children to stop working and go to school.

Notes on Scoring

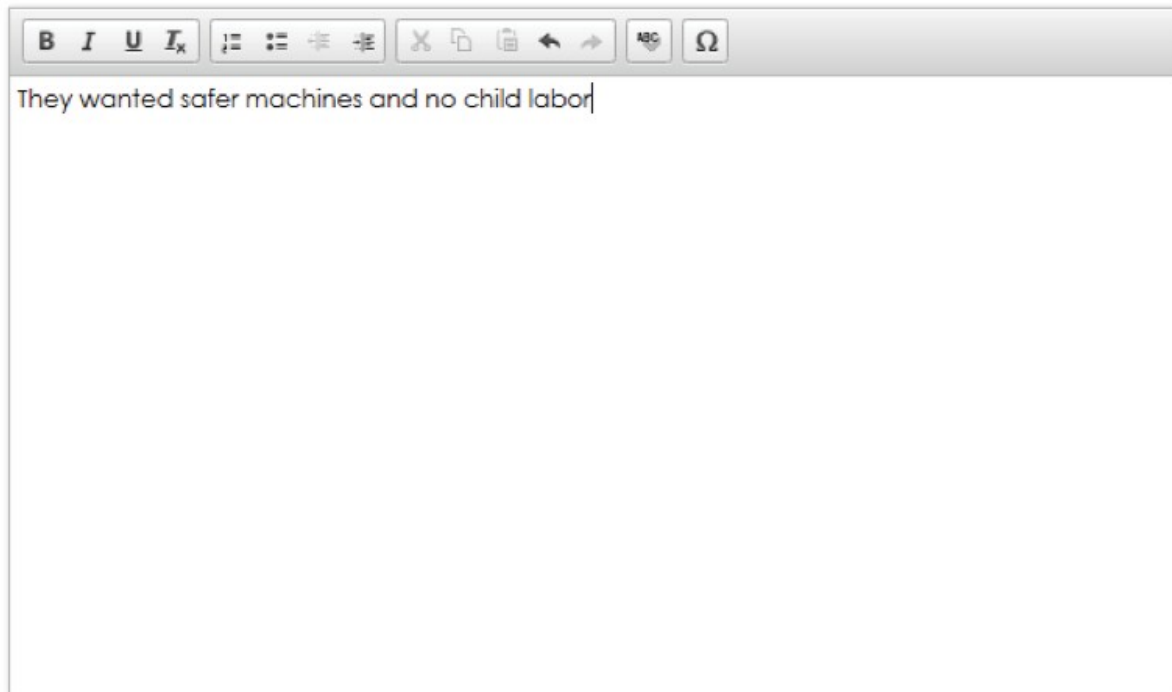
This response earns partial credit (2 points). The response identifies one working condition that labor unions opposed ("Child labor") and identifies one related demand made by labor unions to change the working condition ("the labor unions demanded the children to stop working"). Although the response gives incorrect information ("go to school"), the response still receives credit for the correct information provided.

Sample Response: 2 points

Between 1870 and 1900, industrialization in the United States led to working conditions that labor unions opposed.

- Identify two working conditions that labor unions opposed.
- Then, for each working condition, identify a demand made by labor unions to change the working condition.

Type your answer in the space provided.



They wanted safer machines and no child labor

Notes on Scoring

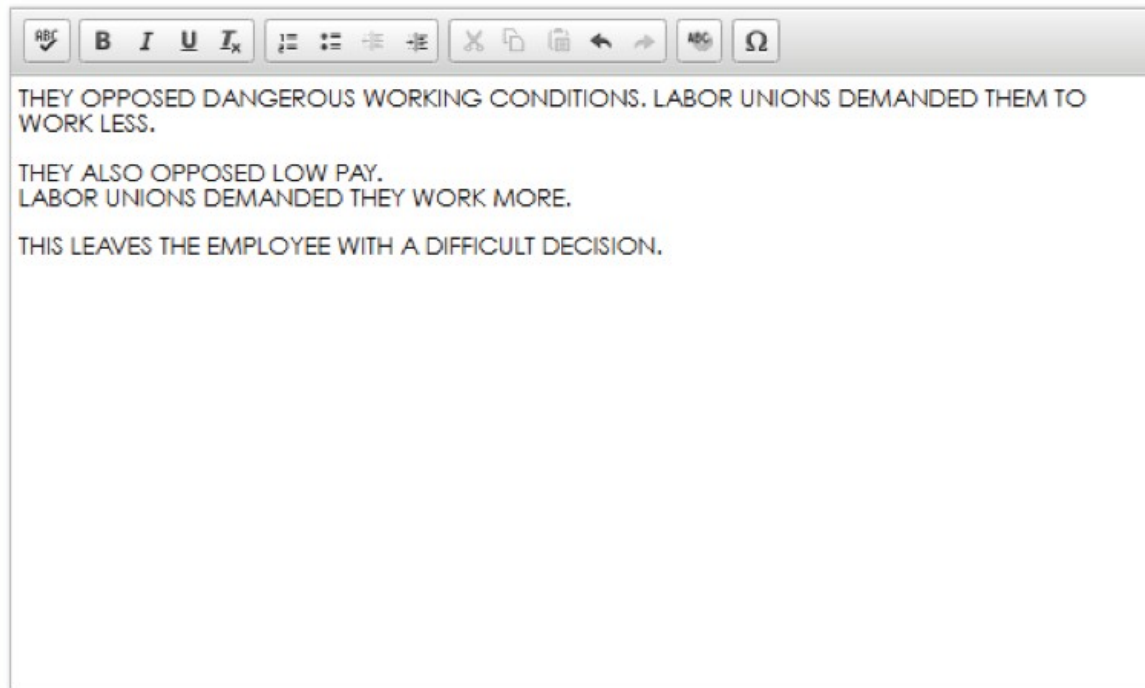
This response earns partial credit (2 points). The response identifies two demands made by labor unions to change working conditions ("safer machines and no child labor").

Sample Response: 1 point

Between 1870 and 1900, industrialization in the United States led to working conditions that labor unions opposed.

- Identify two working conditions that labor unions opposed.
- Then, for each working condition, identify a demand made by labor unions to change the working condition.

Type your answer in the space provided.



THEY OPPOSED DANGEROUS WORKING CONDITIONS. LABOR UNIONS DEMANDED THEM TO WORK LESS.

THEY ALSO OPPOSED LOW PAY.
LABOR UNIONS DEMANDED THEY WORK MORE.

THIS LEAVES THE EMPLOYEE WITH A DIFFICULT DECISION.

Notes on Scoring

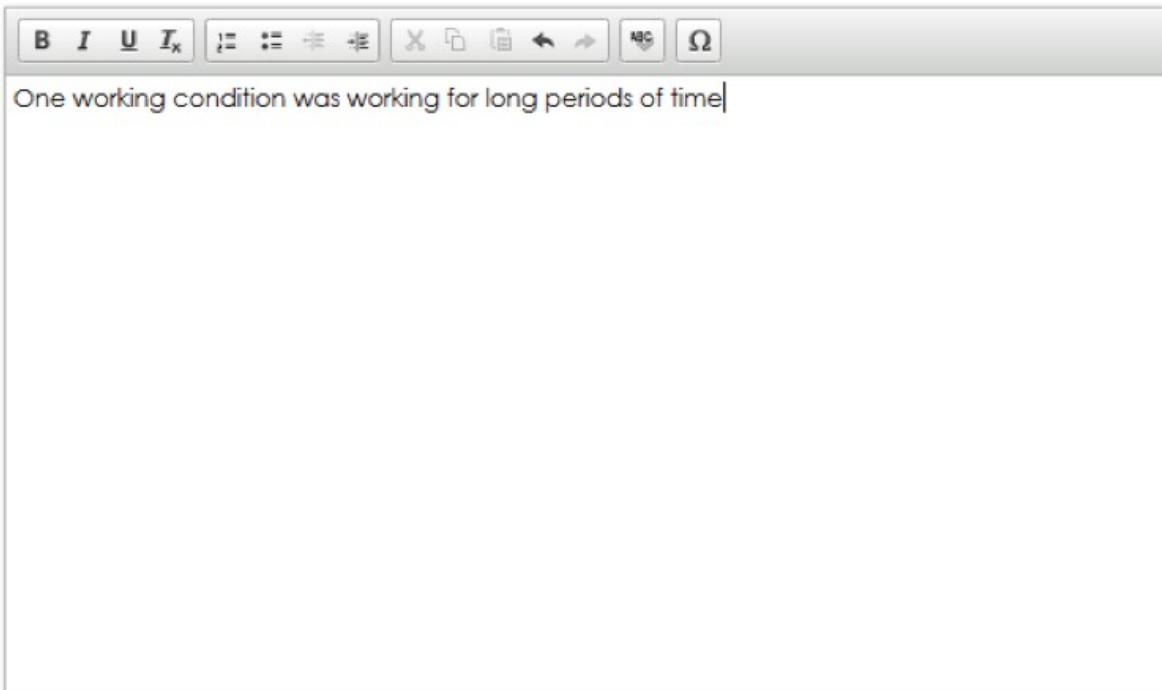
This response earns partial credit (1 point). The response identifies one working condition that labor unions opposed (“DANGEROUS WORKING CONDITIONS”).

Sample Response: 1 point

Between 1870 and 1900, industrialization in the United States led to working conditions that labor unions opposed.

- Identify two working conditions that labor unions opposed.
- Then, for each working condition, identify a demand made by labor unions to change the working condition.

Type your answer in the space provided.



The image shows a rich text editor interface. The toolbar at the top includes buttons for Bold (B), Italic (I), Underline (U), Strikethrough (I_x), Bulleted List, Numbered List, Indent, Outdent, Undo, Redo, and Insert Link. Below the toolbar, the text input area contains the text: "One working condition was working for long periods of time|".

Notes on Scoring

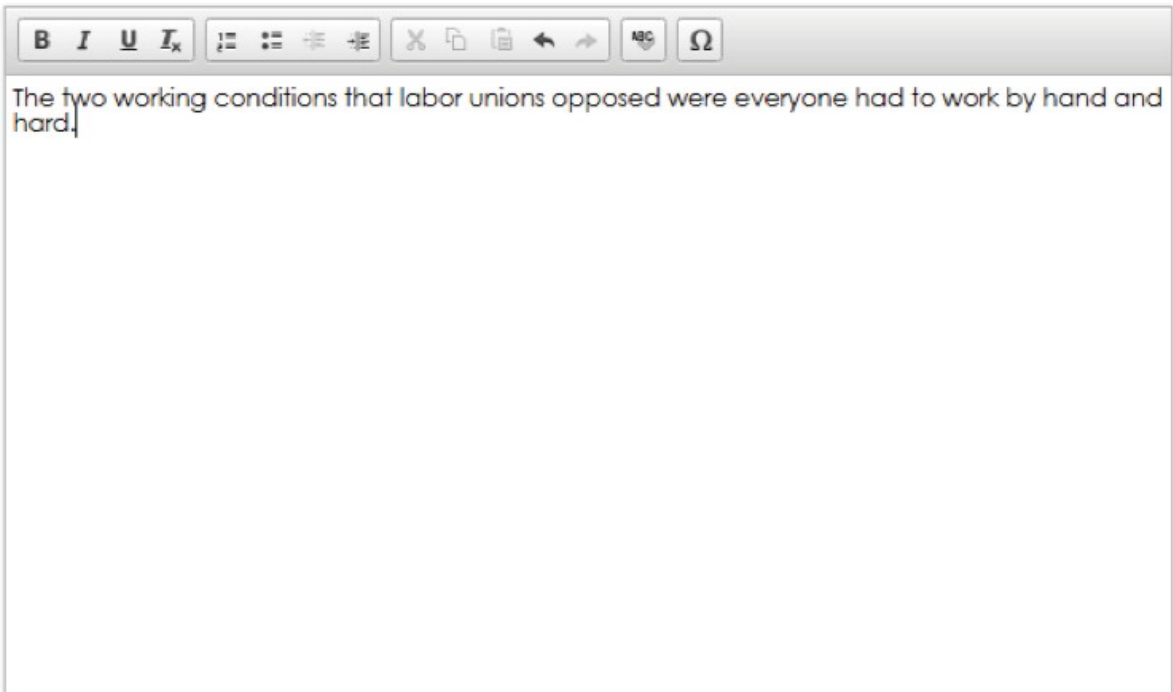
This response earns partial credit (1 point). The response identifies one working condition that labor unions opposed ("working for long periods of time").

Sample Response: 0 points

Between 1870 and 1900, industrialization in the United States led to working conditions that labor unions opposed.

- Identify two working conditions that labor unions opposed.
- Then, for each working condition, identify a demand made by labor unions to change the working condition.

Type your answer in the space provided.



The two working conditions that labor unions opposed were everyone had to work by hand and hard.

Notes on Scoring

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

Sample Response: 0 points

Between 1870 and 1900, industrialization in the United States led to working conditions that labor unions opposed.

- Identify two working conditions that labor unions opposed.
- Then, for each working condition, identify a demand made by labor unions to change the working condition.

Type your answer in the space provided.

*.) two working conditions that labor unions opposed are construction workers, and nursing.

^.) Constrution workers demands made, and change by labor unions because they can change their directions, and oR their hours of working/weather conditions.

^.) in nursing they can change their working conditions, by New position, or certain patients, and oR caumal demands made.

Notes on Scoring

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

**American History
Practice Test**

Question 5

Question and Scoring Guidelines

Question 5

What perspective held by Hispanic-American agricultural workers led to the creation of the United Farm Workers?

- Ⓐ Farm workers wanted to become owners of the farms on which they worked.
- Ⓑ Small family farms needed economic assistance from the federal government.
- Ⓒ Farm workers needed to organize in order to bargain with farm owners.
- Ⓓ Large farms could be made more efficient by using modern agricultural technology.

Points Possible: 1

Course: American History

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

Scoring Guidelines

Rationale for Option A: This is incorrect because agricultural workers were not seeking land ownership.

Rationale for Option B: This is incorrect because agricultural workers were not seeking economic help from the federal government.

Rationale for Option C: **Key** – This option correctly identifies the goal of the United Farm Workers.

Rationale for Option D: This is incorrect because agricultural workers were not trying to make farms operate more efficiently.

Sample Response: 1 point

What perspective held by Hispanic-American agricultural workers led to the creation of the United Farm Workers?

- Ⓐ Farm workers wanted to become owners of the farms on which they worked.
- Ⓑ Small family farms needed economic assistance from the federal government.
- Ⓒ Farm workers needed to organize in order to bargain with farm owners.
- Ⓓ Large farms could be made more efficient by using modern agricultural technology.

**American History
Practice Test**

Question 6

Question and Scoring Guidelines

Question 6

Before the 1950s, most immigrants to the United States came from Europe.

What change in immigration policy was reflected in the 1965 Immigration Act?

- Ⓐ It set large quotas to encourage European immigration.
- Ⓑ It enforced a complete ban on immigration from China.
- Ⓒ It imposed stricter quotas on immigration from every country.
- Ⓓ It allowed more immigrants from Asia, Africa and Latin America.

Points Possible: 1

Course: American History

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

Scoring Guidelines

Rationale for Option A: Quotas were not set to maintain the European immigrant stream.

Rationale for Option B: The 1882 Chinese Exclusion Act barred immigrants from China.

Rationale for Option C: The 1924 National Origins Act imposed stricter immigration quotas.

Rationale for Option D: **Key** – The 1965 Immigration Act allowed more immigrants to enter the United States from Asia, Africa and Latin America.

Sample Response: 1 point

Before the 1950s, most immigrants to the United States came from Europe.

What change in immigration policy was reflected in the 1965 Immigration Act?

- (A) It set large quotas to encourage European immigration.
- (B) It enforced a complete ban on immigration from China.
- (C) It imposed stricter quotas on immigration from every country.
- (D) It allowed more immigrants from Asia, Africa and Latin America.

**American History
Practice Test**

Question 7

Question and Scoring Guidelines

Question 7

Rapid industrialization in the United States in the late 1800s led to significant changes in business organizations. Justice Barrett of the Supreme Court of New York described the impact of one of these powerful new companies in the sugar industry:

It can close every refinery at will,...
artificially limit the production of
refined sugar, (and) enhance
the price...at the public expense...

How did reformers propose that Congress respond to this type of powerful new business?

- Ⓐ by regulating child labor
- Ⓑ by organizing labor unions
- Ⓒ by passing antitrust legislation
- Ⓓ by adopting free market policies

Points Possible: 1

Course: American History

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

Scoring Guidelines

Rationale for Option A: The passage makes no reference to the outcomes of child labor regulation.

Rationale for Option B: The organization of labor would not be capable of artificially limiting production of any resource; it would limit the production by stopping production through strikes or slow-downs.

Rationale for Option C: **Key** – Antitrust legislation was enacted to combat the negative effects that the sugar trust and other such trusts (i.e., oil, leather, salt, cottonseed, etc.) had on U.S. business practices.

Rationale for Option D: Laissez-faire policies were what allowed industries to form trusts or develop into monopolies that had a negative effect on U.S. business practices.

Sample Response: 1 point

Rapid industrialization in the United States in the late 1800s led to significant changes in business organizations. Justice Barrett of the Supreme Court of New York described the impact of one of these powerful new companies in the sugar industry:

It can close every refinery at will,...
artificially limit the production of
refined sugar, (and) enhance
the price...at the public expense...

How did reformers propose that Congress respond to this type of powerful new business?

- Ⓐ by regulating child labor
- Ⓑ by organizing labor unions
- Ⓒ by passing antitrust legislation
- Ⓓ by adopting free market policies

**American History
Practice Test**

Question 8

Question and Scoring Guidelines

Question 8

Following World War I, large U.S. cities experienced increased competition for jobs and housing.

Which development was a significant result of this pattern of urban changes?

- Ⓐ New Deal legislation to create jobs and stimulate the economy
- Ⓑ a population shift to rural areas for increased job opportunities
- Ⓒ race riots fueled by intolerance and continuing African-American migrations
- Ⓓ the banning of women in the workplace so that they could focus on the home

Points Possible: 1

Course: American History

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

Scoring Guidelines

Rationale for Option A: New Deal legislation was partly in response to widespread unemployment, not urban conditions generally.

Rationale for Option B: The population shift since the late 1800s had generally been from rural to urban areas.

Rationale for Option C: **Key** – In U.S. cities, overcrowding and increased African-American militancy by veterans contributed to the visible racial frictions between the races. In addition, ethnic gangs and neglect by police strained racial relationships.

Rationale for Option D: Women were not banned from the workplace.

Sample Response: 1 point

Following World War I, large U.S. cities experienced increased competition for jobs and housing.

Which development was a significant result of this pattern of urban changes?

- Ⓐ New Deal legislation to create jobs and stimulate the economy
- Ⓑ a population shift to rural areas for increased job opportunities
- Ⓒ race riots fueled by intolerance and continuing African-American migrations
- Ⓓ the banning of women in the workplace so that they could focus on the home

**American History
Practice Test**

Question 9

Question and Scoring Guidelines

Question 9

Which factor influenced the U.S. government's decision to establish the Environmental Protection Agency (EPA) in 1970?

- Ⓐ new research on the harmful effects of pesticides
- Ⓑ increased competition in global agricultural markets
- Ⓒ high unemployment rates in the waste disposal industry
- Ⓓ pressure from farmers for increased government regulation

Points Possible: 1

Course: 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. (31)

Scoring Guidelines

Rationale for Option A: **Key** – Research on the effects of pesticides, pollution and waste disposal, and concerns over conservation efforts led to the establishment of the Environmental Protection Agency.

Rationale for Option B: This is incorrect. Competition in international markets, while related to domestic agricultural production, was not a factor that led to the establishment of the Environmental Protection Agency.

Rationale for Option C: This is incorrect. High levels of unemployment in the waste disposal industry were not a major issue in the 1960s and did not lead to the establishment of the Environmental Protection Agency.

Rationale for Option D: This is incorrect. Increased pressure from environmentalists, not industrial farmers, led to the establishment of the Environmental Protection Agency.

Sample Response: 1 point

Which factor influenced the U.S. government’s decision to establish the Environmental Protection Agency (EPA) in 1970?

- new research on the harmful effects of pesticides
- increased competition in global agricultural markets
- high unemployment rates in the waste disposal industry
- pressure from farmers for increased government regulation

**American History
Practice Test**

Question 10

Question and Scoring Guidelines

Question 10

Historians evaluate the credibility of sources using a number of criteria.

What is one of the criteria that historians consider?

- Ⓐ the ease of availability of the source
- Ⓑ the race and gender of the source's author
- Ⓒ the accuracy and internal consistency of the source
- Ⓓ the payment made by the publisher to the source's author

Points Possible: 1

Course: American History

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

Scoring Guidelines

Rationale for Option A: The ease of availability of the source has no bearing on the credibility of the source content.

Rationale for Option B: The race and gender of the author has no bearing on the credibility of the source content.

Rationale for Option C: **Key** – Historians check a source for accuracy and internal consistency to decide whether it is credible.

Rationale for Option D: The payment made to the author of a source has no bearing on the credibility of the source content.

Sample Response: 1 point

Historians evaluate the credibility of sources using a number of criteria.

What is one of the criteria that historians consider?

- (A) the ease of availability of the source
- (B) the race and gender of the source's author
- (C) the accuracy and internal consistency of the source
- (D) the payment made by the publisher to the source's author

**American History
Practice Test**

Question 11

Question and Scoring Guidelines

Question 11

Select all of the factors that enabled racism to become institutionalized in the United States following the end of the Reconstruction period.

- Federal troops were removed from southern states.
- The Republican Party regained control of state governments in the South.
- The federal government banned the application of grandfather clauses to new laws.
- The Supreme Court affirmed the principle of "separate but equal" in Plessy v. Ferguson.
- Southern state governments repealed laws that limited African-Americans' ability to vote.

Points Possible: 1

Course: American History

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

Scoring Guidelines

First Rationale: **Key** – The removal of federal troops from southern states at the end of the Reconstruction Era helped to restore the Democratic Party’s control of state governments, which in turn led to the passage of discriminatory state laws.

Second Rationale: In the post-Reconstruction Era, the Democratic Party, not the Republican Party, regained control of state governments in the South.

Third Rationale: Grandfather clauses were a key way that state governments, particularly in the South, were able to institutionalize racism during the Jim Crow era.

Fourth Rationale: **Key** – In Plessy v. Ferguson, the Supreme Court affirmed the constitutionality of the “separate but equal” doctrine, thereby setting the stage for decades of institutionalized racial discrimination.

Fifth Rationale: State governments passed laws during this period that were intended to limit the ability of African Americans to vote.

Sample Response: 1 point

Select all of the factors that enabled racism to become institutionalized in the United States following the end of the Reconstruction period.

- Federal troops were removed from southern states.
- The Republican Party regained control of state governments in the South.
- The federal government banned the application of grandfather clauses to new laws.
- The Supreme Court affirmed the principle of “separate but equal” in Plessy v. Ferguson.
- Southern state governments repealed laws that limited African-Americans’ ability to vote.

**American History
Practice Test**

Question 12

Question and Scoring Guidelines

Question 12

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

Part A

On August 6 and 9, 1945, the United States dropped atomic bombs on the Japanese cities of Hiroshima and Nagasaki.

How did the Soviet Union respond to this military action?

- Ⓐ It accelerated the pace of its military invasion of Germany.
- Ⓑ It formed an alliance with the United States to share nuclear technology.
- Ⓒ It intensified development on and successfully tested its own nuclear weapons.
- Ⓓ It withdrew from international organizations in which the United States was also a member.

Part B

Why did the Soviet Union respond in the way that you identified in Part A?

- Ⓐ It wanted to quickly end the war to avoid further military casualties.
- Ⓑ It wanted to retain political and military influence in the post-war world.
- Ⓒ It wanted nuclear technology to be available as a cheap source of energy after the war.
- Ⓓ It wanted to pursue a policy of isolationism following the devastation caused by World War II.

Points Possible: 2

Course: American History

Content Statement: Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age. (23)

Scoring Guidelines

Part A

Rationale for Option A: By the time atomic weapons were used against Japan, the war in Europe was already over.

Rationale for Option B: The Soviet Union did not enter into an alliance with the United States to share nuclear technology. The Soviet Union and United States carefully guarded their nuclear weapons programs and technologies from each other.

Rationale for Option C: **Key** – The Soviet Union saw the United States' possession and successful use of nuclear weapons as a challenge to its power and intensified the development of its own nuclear weapons program. It successfully exploded its own atomic bomb in 1949.

Rationale for Option D: The Soviet Union did not remove itself from international organizations of which the United States was also a member. Most notably, the Soviet Union remained a founding member of the United Nations throughout the Cold War.

Part B (Part A must be correct for Part B to be correct)

Rationale for Option A: The Soviet Union was no longer fighting in World War II at the time the atomic bombs were dropped on Hiroshima and Nagasaki.

Rationale for Option B: **Key** – The Soviet government prioritized the development of nuclear weapons in order to maintain its relevance in international affairs in the post-war world.

Rationale for Option C: In the immediate post-war years, the Soviet Union wanted to harness nuclear technology for military purposes, not as a cheap source of energy.

Rationale for Option D: The Soviet Union pursued a policy of interventionism in the post-war years, not isolationism.

**American History
Practice Test**

Question 12

Sample Responses

Sample Response: 2 points

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

Part A

On August 6 and 9, 1945, the United States dropped atomic bombs on the Japanese cities of Hiroshima and Nagasaki.

How did the Soviet Union respond to this military action?

- Ⓐ It accelerated the pace of its military invasion of Germany.
- Ⓑ It formed an alliance with the United States to share nuclear technology.
- Ⓒ It intensified development on and successfully tested its own nuclear weapons.
- Ⓓ It withdrew from international organizations in which the United States was also a member.

Part B

Why did the Soviet Union respond in the way that you identified in Part A?

- Ⓐ It wanted to quickly end the war to avoid further military casualties.
- Ⓑ It wanted to retain political and military influence in the post-war world.
- Ⓒ It wanted nuclear technology to be available as a cheap source of energy after the war.
- Ⓓ It wanted to pursue a policy of isolationism following the devastation caused by World War II.

Sample Response: 1 point

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

Part A

On August 6 and 9, 1945, the United States dropped atomic bombs on the Japanese cities of Hiroshima and Nagasaki.

How did the Soviet Union respond to this military action?

- Ⓐ It accelerated the pace of its military invasion of Germany.
- Ⓑ It formed an alliance with the United States to share nuclear technology.
- Ⓒ It intensified development on and successfully tested its own nuclear weapons.
- Ⓓ It withdrew from international organizations in which the United States was also a member.

Part B

Why did the Soviet Union respond in the way that you identified in Part A?

- Ⓐ It wanted to quickly end the war to avoid further military casualties.
- Ⓑ It wanted to retain political and military influence in the post-war world.
- Ⓒ It wanted nuclear technology to be available as a cheap source of energy after the war.
- Ⓓ It wanted to pursue a policy of isolationism following the devastation caused by World War II.

Sample Response: 0 points

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

Part A

On August 6 and 9, 1945, the United States dropped atomic bombs on the Japanese cities of Hiroshima and Nagasaki.

How did the Soviet Union respond to this military action?

- A It accelerated the pace of its military invasion of Germany.
- B It formed an alliance with the United States to share nuclear technology.
- C It intensified development on and successfully tested its own nuclear weapons.
- D It withdrew from international organizations in which the United States was also a member.

Part B

Why did the Soviet Union respond in the way that you identified in Part A?

- A It wanted to quickly end the war to avoid further military casualties.
- B It wanted to retain political and military influence in the post-war world.
- C It wanted nuclear technology to be available as a cheap source of energy after the war.
- D It wanted to pursue a policy of isolationism following the devastation caused by World War II.

**American History
Practice Test**

Question 13

Question and Scoring Guidelines

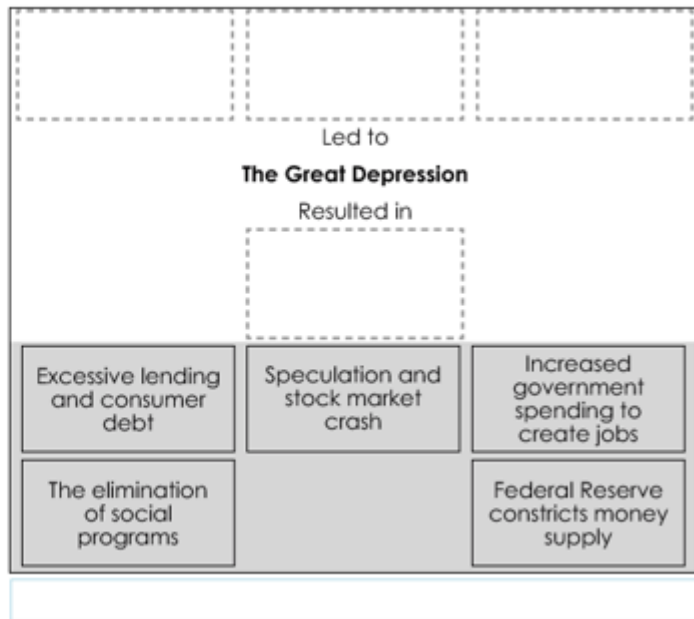
Question 13

The Great Depression was caused by several key factors, resulting in a dramatic change in American society.

Identify the factors that led to the Great Depression. Then identify the resulting action that was taken to address the negative conditions of the Great Depression.

Move the labels into the correct blank boxes on the chart.

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



Points Possible: 2

Course: American History

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. (20)

Scoring Guidelines

For this item, a full-credit response includes

- “Federal Reserve constricts money supply” and “Speculation and stock market crash” and “Excessive lending and consumer debt” into any one of the boxes in the top of the chart.

AND

- “Increased government spending to create jobs” into the box on the bottom of the chart (2 points).

For this item, a partial-credit response includes

- “Federal Reserve constricts money supply” and “Speculation and stock market crash” and “Excessive lending and consumer debt” into any one of the boxes in the top of the chart (1 point).

OR

- “Increased government spending to create jobs” into the box on the bottom of the chart (1 point).

**American History
Practice Test**

Question 13

Sample Responses

Sample Response: 2 points

The Great Depression was caused by several key factors, resulting in a dramatic change in American society.

Identify the factors that led to the Great Depression. Then identify the resulting action that was taken to address the negative conditions of the Great Depression.

Move the labels into the correct blank boxes on the chart.

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

```
graph TD; A[Excessive lending and consumer debt] --- B[Speculation and stock market crash]; B --- C[Federal Reserve constricts money supply]; A --- D[Led to]; B --- D; C --- D; D --- E[The Great Depression]; E --- F[Resulted in]; F --- G[Increased government spending to create jobs]; H[The elimination of social programs];
```

Notes on Scoring

This response earns full credit (2 points) for correctly completing the chart. The response places the three factors that led to the Great Depression. These factors were:

- Excessive lending and consumer debt (banking institutions)
- Speculation and stock market crash (investors in the stock market were buying on margin and lacked the money to back their purchases; this helped contribute to the stock market crash)
- Federal Reserve constricts the money supply (the Federal Reserve limited the amount of money that banks could lend)

The response then identifies the resulting action.

As a result of the Great Depression, the government increased spending to create jobs as a part of the New Deal.

Sample Response: 1 point

The Great Depression was caused by several key factors, resulting in a dramatic change in American society.

Identify the factors that led to the Great Depression. Then identify the resulting action that was taken to address the negative conditions of the Great Depression.

Move the labels into the correct blank boxes on the chart.

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

```
graph TD; A[Excessive lending and consumer debt] --- B[Speculation and stock market crash]; B --- C[Federal Reserve constricts money supply]; A --- D[The Great Depression]; B --- D; C --- D; D --- E[The elimination of social programs]; D --- F[Increased government spending to create jobs];
```

Notes on Scoring

This response earns partial credit (1 point) for correctly placing the causes of the Great Depression in the first row.

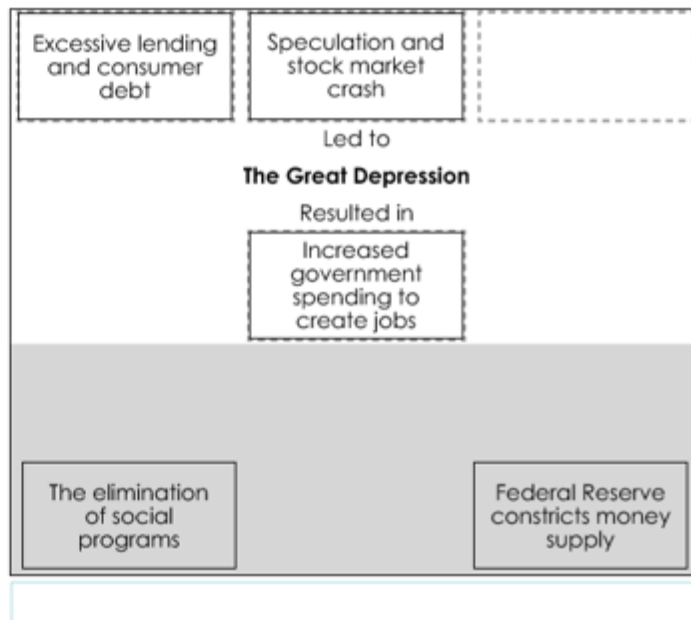
Sample Response: 1 point

The Great Depression was caused by several key factors, resulting in a dramatic change in American society.

Identify the factors that led to the Great Depression. Then identify the resulting action that was taken to address the negative conditions of the Great Depression.

Move the labels into the correct blank boxes on the chart.

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



Notes on Scoring

This response earns partial credit (1 point) for correctly placing the result of the Great Depression in the second row.

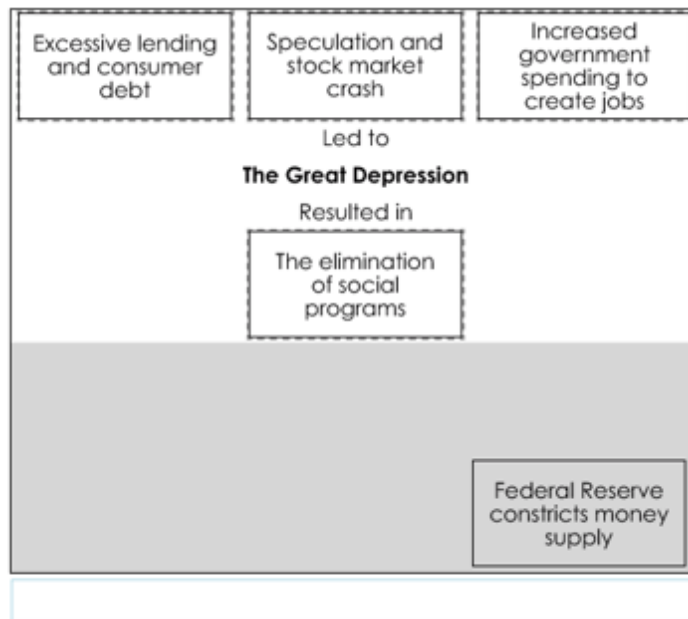
Sample Response: 0 points

The Great Depression was caused by several key factors, resulting in a dramatic change in American society.

Identify the factors that led to the Great Depression. Then identify the resulting action that was taken to address the negative conditions of the Great Depression.

Move the labels into the correct blank boxes on the chart.

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



Notes on Scoring

This response earns no credit (0 points).

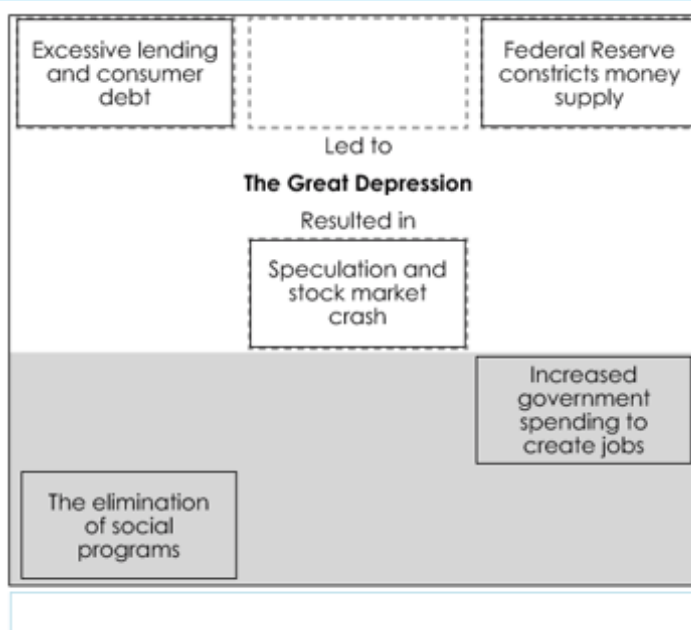
Sample Response: 0 points

The Great Depression was caused by several key factors, resulting in a dramatic change in American society.

Identify the factors that led to the Great Depression. Then identify the resulting action that was taken to address the negative conditions of the Great Depression.

Move the labels into the correct blank boxes on the chart.

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



Notes on Scoring

This response earns no credit (0 points).

**American History
Practice Test**

Question 14

Question and Scoring Guidelines

Question 14

Which source would provide the most credible information about the daily life of factory workers during the 1880s?

- Ⓐ a collection of letters written by a farmer
- Ⓑ a journal written by an employee at a factory
- Ⓒ a novel written to encourage factory regulation
- Ⓓ a pamphlet written by a group opposing unions

Points Possible: 1

Course: American History

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

Scoring Guidelines

Rationale for Option A: Letters written by a farmer could likely be biased and less likely to include information about the daily life of the workers.

Rationale for Option B: **Key** – A journal written by a factory worker would be the most credible source.

Rationale for Option C: A novel written to persuade the government to pass regulations would contain bias and would not necessarily be written to portray actual conditions.

Rationale for Option D: A pamphlet opposing unions would likely be biased and irrelevant.

Sample Response: 1 point

Which source would provide the most credible information about the daily life of factory workers during the 1880s?

- Ⓐ a collection of letters written by a farmer
- Ⓑ a journal written by an employee at a factory
- Ⓒ a novel written to encourage factory regulation
- Ⓓ a pamphlet written by a group opposing unions

**American History
Practice Test**

Question 15

Question and Scoring Guidelines

Question 15

Who was in charge of investigating claims of communist activity in the government, armed forces, universities, and other areas of American life during the Second Red Scare in the late 1940s and early 1950s?

- Ⓐ Ethel and Julius Rosenberg
- Ⓑ Whittaker Chambers and Alger Hiss
- Ⓒ House Un-American Activities Committee
- Ⓓ Senate Committee on Homeland Security and Governmental Affairs

Points Possible: 1

Course: American History

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

Scoring Guidelines

Rationale for Option A: Ethel and Julius Rosenberg were convicted of passing nuclear secrets to the Soviet Union.

Rationale for Option B: Whittaker Chambers and Alger Hiss were accused of being spies themselves.

Rationale for Option C: **Key** – The House Un-American Activities Committee was established to investigate claims of suspected communist activity.

Rationale for Option D: The Senate Committee on Homeland Security and Governmental Affairs was not in existence during the Cold War.

Sample Response: 1 point

Who was in charge of investigating claims of communist activity in the government, armed forces, universities, and other areas of American life during the Second Red Scare in the late 1940s and early 1950s?

- A Ethel and Julius Rosenberg
- B Whittaker Chambers and Alger Hiss
- C House Un-American Activities Committee
- D Senate Committee on Homeland Security and Governmental Affairs

**American History
Practice Test**

Question 16

Question and Scoring Guidelines

Question 16

After World War II, the United States experienced unprecedented prosperity and economic growth.

A. Identify two reasons for this economic prosperity. Move the two reasons into the blank boxes under the "Reasons for Prosperity after WWII" heading.

B. Then identify two changes that were created by this prosperity. Move the two changes into the blank boxes under the "Changes in American Life Created by Prosperity" heading.

• You do not need to use all the "Reasons" or "Changes."

A. Reasons for Prosperity after WWII

Reasons

- Demand for automobiles increased
- Decrease in birthrate
- Creation of New Deal programs
- Demand for higher government spending
- Demand for housing increased

B. Changes in American Life Created by Prosperity

Changes

- Great Migration
- Hawaii statehood
- Sun Belt migrations
- Suburbanization

Blank boxes for reasons and changes are provided in the interface.

Points Possible: 2

Course: American History

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

Scoring Guidelines

For this item, a full-credit response includes

- “Demand for automobiles increased” and the “Demand for housing increased” under “Reasons for Prosperity After WWII”

AND

- “Sun Belt migrations” and “Suburbanization” under “Changes in American Life Created by Prosperity” (2 points).

For this item, a partial-credit response includes

- One correct response in both Part A and Part B (1 point).

OR

- “Demand for automobiles increased” and the “Demand for housing increased” under “Reasons for Prosperity After WWII” (1 point).

OR

- “Sun Belt migrations” and “Suburbanization” under “Changes in American Life Created by Prosperity” (1 point).

**American History
Practice Test**

Question 16

Sample Responses

Sample Response: 2 points

After World War II, the United States experienced unprecedented prosperity and economic growth.

A. Identify two reasons for this economic prosperity. Move the two reasons into the blank boxes under the "Reasons for Prosperity after WWII" heading.

B. Then identify two changes that were created by this prosperity. Move the two changes into the blank boxes under the "Changes in American Life Created by Prosperity" heading.

- You do not need to use all the "Reasons" or "Changes."

A. Reasons for Prosperity after WWII	
<input type="checkbox"/>	Demand for automobiles increased
<input type="checkbox"/>	Demand for housing increased
Reasons	
<input type="checkbox"/>	Decrease in birthrate
<input type="checkbox"/>	Creation of New Deal programs
<input type="checkbox"/>	Demand for higher government spending
B. Changes in American Life Created by Prosperity	
<input type="checkbox"/>	Sun Belt migrations
<input type="checkbox"/>	Suburbanization
Changes	
<input type="checkbox"/>	Great Migration
<input type="checkbox"/>	Hawaii statehood

Notes on Scoring

This response earns full credit (2 points). This response correctly identifies the two reasons for prosperity after WWII and then correctly identifies the changes in America as a result of the prosperity.

Sample Response: 1 point

After World War II, the United States experienced unprecedented prosperity and economic growth.

A. Identify two reasons for this economic prosperity. Move the two reasons into the blank boxes under the "Reasons for Prosperity after WWII" heading.

B. Then identify two changes that were created by this prosperity. Move the two changes into the blank boxes under the "Changes in American Life Created by Prosperity" heading.

- You do not need to use all the "Reasons" or "Changes."

A. Reasons for Prosperity after WWII

Creation of New Deal programs

Demand for higher government spending

Reasons

Demand for automobiles increased

Decrease in birthrate

Demand for housing increased

B. Changes in American Life Created by Prosperity

Sun Belt migrations

Suburbanization

Changes

Great Migration

Hawaii statehood

Notes on Scoring

This response earns partial credit (1 point). This response correctly identifies the 2 changes in American life created by prosperity.

Sample Response: 1 point

After World War II, the United States experienced unprecedented prosperity and economic growth.

A. Identify two reasons for this economic prosperity. Move the two reasons into the blank boxes under the "Reasons for Prosperity after WWII" heading.

B. Then identify two changes that were created by this prosperity. Move the two changes into the blank boxes under the "Changes in American Life Created by Prosperity" heading.

- You do not need to use all the "Reasons" or "Changes."

A. Reasons for Prosperity after WWII

Demand for automobiles increased

Demand for higher government spending

Reasons

Decrease in birthrate

Creation of New Deal programs

Demand for housing increased

B. Changes in American Life Created by Prosperity

Great Migration

Suburbanization

Changes

Hawaii statehood

Sun Belt migrations

Notes on Scoring

This response earns partial credit (1 point). This response correctly identifies 1 reason for prosperity after WWII and correctly identifies 1 change in American life created by prosperity.

Sample Responses: 0 points

After World War II, the United States experienced unprecedented prosperity and economic growth.

A. Identify two reasons for this economic prosperity. Move the two reasons into the blank boxes under the "Reasons for Prosperity after WWII" heading.

B. Then identify two changes that were created by this prosperity. Move the two changes into the blank boxes under the "Changes in American Life Created by Prosperity" heading.

- You do not need to use all the "Reasons" or "Changes."

A. Reasons for Prosperity after WWII

Demand for automobiles increased

Creation of New Deal programs

Reasons

Decrease in birthrate

Demand for higher government spending

Demand for housing increased

B. Changes in American Life Created by Prosperity

Great Migration

Changes

Sun Belt migrations

Hawaii statehood

Suburbanization

Notes on Scoring

This response earns no credit (0 points). Although this response includes 1 correct reason for prosperity, the other answers given are incorrect.

Sample Response: 0 points

After World War II, the United States experienced unprecedented prosperity and economic growth.

A. Identify two reasons for this economic prosperity. Move the two reasons into the blank boxes under the "Reasons for Prosperity after WWII" heading.

B. Then identify two changes that were created by this prosperity. Move the two changes into the blank boxes under the "Changes in American Life Created by Prosperity" heading.

- You do not need to use all the "Reasons" or "Changes."

A. Reasons for Prosperity after WWII	
<input type="text" value="Demand for automobiles increased"/>	<input type="text" value="Creation of New Deal programs"/>
Reasons	
<input type="text" value="Decrease in birthrate"/>	<input type="text" value="Demand for higher government spending"/>
<input type="text" value="Demand for housing increased"/>	<input type="text" value="Great Migration"/>
B. Changes in American Life Created by Prosperity	
<input type="text" value="Sun Belt migrations"/>	<input type="text" value="Suburbanization"/>
<input type="text" value="Hawaii statehood"/>	<input type="text" value=""/>

Notes on Scoring

This response earns no credit (0 points). No correct responses are given.

**American History
Practice Test**

**Stimulus for
Questions 17, 18, and 19**

Mississippi Constitution of 1890

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

The Fifteenth Amendment to the U.S. Constitution was ratified in 1870 to guarantee the right to vote to all men, including freed slaves, in every state.

In the years following the end of Reconstruction, most of the former Southern Confederate states wrote new constitutions to disenfranchise, or take the voting rights from, African Americans. Because of the Fifteenth Amendment, state constitutions could not directly prohibit African Americans from voting, so they made it more difficult to register to vote.

An excerpt from the 1890 Constitution of the State of Mississippi is shown.

Mississippi Constitution of 1890

Sec. 241. Every male inhabitant of this State ... who is a citizen of the United States, twenty-one years old and upwards, who has resided in this State two years, and one year in the election district ... in which he offers to vote, and who is duly registered as provided in this article, and who has never been convicted of [felony crimes], and who has paid, on or before the first day of February of the year in which he shall offer to vote, all taxes which may have been legally required of him ... for the two preceding years ... is declared to be a qualified elector [voter]. ...

Sec. 243. A uniform poll tax of two dollars ... is hereby imposed on every male inhabitant of this State between the ages of twenty-one and sixty years The board of supervisors of any county may ... increase the poll tax in said county, but in no case shall the entire poll tax exceed in any one year three dollars on each poll. No criminal proceedings shall be allowed to enforce the collection of the poll tax.

Sec. 244. ... [E]very elector shall, in addition to the foregoing qualifications, be able to read any section of the constitution of this State; or he shall be able to understand the same when read to him, or give a reasonable interpretation thereof. ...

Sec. 249. No one shall be allowed to vote for members of the legislature or other officers who has not been duly registered under the constitution and laws of this State, by an officer of this State, legally authorized to register the voters thereof. And registration under the constitution and laws of this State by the proper officers of this State is hereby declared to be an essential and necessary qualification to vote at any and all elections.

"Mississippi Constitution of 1890". In the public domain.

**American History
Practice Test**

Question 17

Question and Scoring Guidelines

Question 17

How did Section 243 of the Mississippi Constitution of 1890 contribute to institutionalized racism in the post-Reconstruction South?

- Ⓐ Many African Americans had not been granted U.S. citizenship.
- Ⓑ Many African Americans were unable to read laws passed by the state legislature.
- Ⓒ The frequent movement of African Americans disqualified them from becoming eligible voters.
- Ⓓ The two dollar poll tax that voters were required to pay was not affordable for most African Americans.

Points Possible: 1

Course: American History

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

Scoring Guidelines

Rationale for Option A: This is incorrect. Following the end of the Civil War, African Americans were granted U.S. citizenship.

Rationale for Option B: This is incorrect. A student who chose this answer referenced an incorrect section of the Mississippi Constitution.

Rationale for Option C: This is incorrect. A student who chose this answer referenced an incorrect section of the Mississippi Constitution.

Rationale for Option D: **Key** – Section 243 of the Mississippi Constitution of 1890 institutes a two dollar poll tax that was not affordable for most African Americans.

Sample Response: 1 point

How did Section 243 of the Mississippi Constitution of 1890 contribute to institutionalized racism in the post-Reconstruction South?

- A Many African Americans had not been granted U.S. citizenship.
- B Many African Americans were unable to read laws passed by the state legislature.
- C The frequent movement of African Americans disqualified them from becoming eligible voters.
- D The two dollar poll tax that voters were required to pay was not affordable for most African Americans.

**American History
Practice Test**

Question 18

Question and Scoring Guidelines

Question 18

Some of the restrictions on voting, like those in the Mississippi Constitution of 1890, had the effect of disenfranchising poor white people in the South. Beginning in the 1890s, some southern states instituted "grandfather clauses" that allowed more poor white people to vote. Under these grandfather clauses, people were able to register to vote if their grandfather or father had voted before 1867.

Why were grandfather clauses able to exclude African Americans from voting while protecting the voting rights of poor white people?

- Ⓐ Many African Americans had moved to the South after the Civil War in search of political jobs.
- Ⓑ Before Reconstruction, most African Americans were enslaved and unable to vote in the South.
- Ⓒ The Fifteenth Amendment allowed states to set voter registration requirements that varied by race.
- Ⓓ Following the withdrawal of federal troops, Republicans were elected across the South and created protections for white voters.

Points Possible: 1

Course: American History

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

Scoring Guidelines

Rationale for Option A: African-American migration during this period was out of the South, not to the South and there was no movement for political jobs.

Rationale for Option B: **Key** – Prior to the ratification of the Fourteenth Amendment in 1868, most African Americans in the South had not been considered American citizens and had been unable to vote. This meant that the grandfather clause did not include any African-American voters, who would not have had fathers or grandfathers able to vote prior to 1867, but allowed more whites to vote who otherwise could not register.

Rationale for Option C: The Fifteenth Amendment expressly forbids denying the right to vote on the basis of race. The registration requirements that gave rise to grandfather clauses were intended to circumvent the Fifteenth Amendment.

Rationale for Option D: After the withdrawal of federal troops from the South, Democrats were widely elected to state governments. Additionally, Republicans supported protections for African Americans.

Sample Response: 1 point

Some of the restrictions on voting, like those in the Mississippi Constitution of 1890, had the effect of disenfranchising poor white people in the South. Beginning in the 1890s, some southern states instituted "grandfather clauses" that allowed more poor white people to vote. Under these grandfather clauses, people were able to register to vote if their grandfather or father had voted before 1867.

Why were grandfather clauses able to exclude African Americans from voting while protecting the voting rights of poor white people?

- (A) Many African Americans had moved to the South after the Civil War in search of political jobs.
- (B) Before Reconstruction, most African Americans were enslaved and unable to vote in the South.
- (C) The Fifteenth Amendment allowed states to set voter registration requirements that varied by race.
- (D) Following the withdrawal of federal troops, Republicans were elected across the South and created protections for white voters.

**American History
Practice Test**

Question 19

Question and Scoring Guidelines

Question 19

Select the boxes to identify whether each statement was a cause or an effect of the implementation of southern constitutions like the Mississippi Constitution of 1890.

	Cause	Effect
Jim Crow laws were easily adopted.	<input type="checkbox"/>	<input type="checkbox"/>
African Americans' civil rights were restricted.	<input type="checkbox"/>	<input type="checkbox"/>
Many African Americans migrated to northern cities.	<input type="checkbox"/>	<input type="checkbox"/>
Southern Democrats regained control of state governments.	<input type="checkbox"/>	<input type="checkbox"/>
Federal troops were removed from former Confederate states.	<input type="checkbox"/>	<input type="checkbox"/>

Points Possible: 2

Course: American History

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

Scoring Guidelines

For this item, a full-credit response includes

- “Effect” selected for “Jim Crow laws were easily adopted.”;
AND
- “Effect” selected for “African Americans’ civil rights were restricted.”;
AND
- “Effect” selected for “Many African Americans migrated to northern cities.”;
AND
- “Cause” selected for “Southern Democrats regained control of state governments.”;
AND
- “Cause” selected for “Federal troops were removed from former Confederate states.” (2 points).

For this item, a partial-credit response includes

- At least three correct boxes selected (1 point).

**American History
Practice Test**

Question 19

Sample Responses

Sample Response: 2 points

Select the boxes to identify whether each statement was a cause or an effect of the implementation of southern constitutions like the Mississippi Constitution of 1890.

	Cause	Effect
Jim Crow laws were easily adopted.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
African Americans' civil rights were restricted.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Many African Americans migrated to northern cities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Southern Democrats regained control of state governments.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Federal troops were removed from former Confederate states.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Notes on Scoring

This response earns full credit (2 points). The student demonstrates knowledge of cause and effect of the Mississippi Constitution and correctly identified all five statements as causes or effects.

Sample Responses: 1 point

Select the boxes to identify whether each statement was a cause or an effect of the implementation of southern constitutions like the Mississippi Constitution of 1890.

	Cause	Effect
Jim Crow laws were easily adopted.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
African Americans' civil rights were restricted.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Many African Americans migrated to northern cities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Southern Democrats regained control of state governments.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Federal troops were removed from former Confederate states.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Notes on Scoring

This response earns partial credit (1 point) for identifying at least three of the correct causes and effects of the Mississippi Constitution.

Select the boxes to identify whether each statement was a cause or an effect of the implementation of southern constitutions like the Mississippi Constitution of 1890.

	Cause	Effect
Jim Crow laws were easily adopted.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
African Americans' civil rights were restricted.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Many African Americans migrated to northern cities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Southern Democrats regained control of state governments.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Federal troops were removed from former Confederate states.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Notes on Scoring

This response earns partial credit (1 point) for identifying at least three of the correct causes and effects of the Mississippi Constitution.

Sample Responses: 0 points

Select the boxes to identify whether each statement was a cause or an effect of the implementation of southern constitutions like the Mississippi Constitution of 1890.

	Cause	Effect
Jim Crow laws were easily adopted.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
African Americans' civil rights were restricted.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Many African Americans migrated to northern cities.	<input type="checkbox"/>	<input type="checkbox"/>
Southern Democrats regained control of state governments.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Federal troops were removed from former Confederate states.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Notes on Scoring

This response earns no credit (0 points). The student either did not make a selection or did not correctly identify three of the five causes and effects of the Mississippi Constitution of 1890.

Select the boxes to identify whether each statement was a cause or an effect of the implementation of southern constitutions like the Mississippi Constitution of 1890.

	Cause	Effect
Jim Crow laws were easily adopted.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
African Americans' civil rights were restricted.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Many African Americans migrated to northern cities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Southern Democrats regained control of state governments.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Federal troops were removed from former Confederate states.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Notes on Scoring

This response earns no credit (0 points). The student either did not make a selection or did not correctly identify three of the five causes and effects of the Mississippi Constitution of 1890.

**American History
Practice Test**

Question 20

Question and Scoring Guidelines

Question 20

During the Progressive Era many important issues were debated. One of these debates is shown.

Identify the viewpoint that won the debate. Then identify the issue at the center of the debate.

- A. Click on the quote that represents the winning viewpoint in the debate.
- B. Click on the issue that was the focus of the debate.
- To remove your selection click on the text box again.

Progressive Era Debate

A.

<p style="text-align: center;">Speaker of the House Joe Cannon (1903 – 1911)</p> <p>"I am... tired of listening to all this babble for reform. America is a hell of a success."</p> <p>"Not one cent for scenery."</p>	or	<p style="text-align: center;">Theodore Roosevelt (1908)</p> <p>"We have become great because of the lavish use of our resources. But the time has come to inquire seriously what will happen when our forests are gone, when the coal, the iron, the oil, and the gas are exhausted..."</p>
---	----	---

B. or

Points Possible: 1

Course: 1877 – 1945

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

Scoring Guidelines

A full-credit (1 point) response includes:

- Selecting Theodore Roosevelt's statement;
- AND
- Selecting "Conservation reform" (1 point).

**American History
Practice Test**

Question 20

Sample Responses

Sample Response: 1 point

During the Progressive Era many important issues were debated. One of these debates is shown.

Identify the viewpoint that won the debate. Then identify the issue at the center of the debate.

A. Click on the quote that represents the winning viewpoint in the debate.

B. Click on the issue that was the focus of the debate.

- To remove your selection click on the text box again.

Progressive Era Debate

A.

<p style="text-align: center;">Speaker of the House Joe Cannon (1903 – 1911)</p> <p>"I am... tired of listening to all this babble for reform. America is a hell of a success."</p> <p>"Not one cent for scenery."</p>	or	<p style="text-align: center;">Theodore Roosevelt (1908)</p> <p>"We have become great because of the lavish use of our resources. But the time has come to inquire seriously what will happen when our forests are gone, when the coal, the iron, the oil, and the gas are exhausted..."</p>
---	----	---

B. Conservation reform or Political corruption

Notes on Scoring

This response earns full credit (1 point) because the student correctly selected Theodore Roosevelt's statement and "Conservation reform."

Sample Response: 0 points

During the Progressive Era many important issues were debated. One of these debates is shown.

Identify the viewpoint that won the debate. Then identify the issue at the center of the debate.

- A. Click on the quote that represents the winning viewpoint in the debate.
- B. Click on the issue that was the focus of the debate.
- To remove your selection click on the text box again.

Progressive Era Debate

A.

<p style="text-align: center;">Speaker of the House Joe Cannon (1903 – 1911)</p> <p>"I am... tired of listening to all this babble for reform. America is a hell of a success."</p> <p>"Not one cent for scenery."</p>	or	<p style="text-align: center;">Theodore Roosevelt (1908)</p> <p>"We have become great because of the lavish use of our resources. But the time has come to inquire seriously what will happen when our forests are gone, when the coal, the iron, the oil, and the gas are exhausted..."</p>
---	----	---

B. or

Notes on Scoring

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

**American History
Practice Test**

Question 21

Question and Scoring Guidelines

Question 21

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

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

Points Possible: 1

Course: 1945 – Present

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

Scoring Guidelines

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

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

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

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

Sample Response: 1 point

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

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

**American History
Practice Test**

Question 22

Question and Scoring Guidelines

Question 22

How did the Marshall Plan aim to contain the spread of communism?

- Ⓐ It built up the western European armed forces.
- Ⓑ It helped to rebuild and strengthen European economies.
- Ⓒ It forced Americans to take loyalty oaths to avoid losing their jobs.
- Ⓓ It created a military alliance among western European and North American nations.

Points Possible: 1

Course: 1945 – Present

Content Statement: The United States followed a policy of containment during the Cold War in response to the spread of communism. (24)

Scoring Guidelines

Rationale for Option A: This is incorrect. The Marshall Plan was an economic recovery plan, not a military one.

Rationale for Option B: **Key** – The Marshall Plan provided aid to European nations to rebuild, in the hopes that a strong economy would help them resist communism.

Rationale for Option C: This is incorrect. The Marshall Plan was an economic recovery plan focused on Europe, not domestic communism.

Rationale for Option D: This is incorrect. NATO was the military alliance among the Western European and North American nations to resist Soviet aggression.

Sample Response: 1 point

How did the Marshall Plan aim to contain the spread of communism?

- Ⓐ It built up the western European armed forces.
- Ⓑ It helped to rebuild and strengthen European economies.
- Ⓒ It forced Americans to take loyalty oaths to avoid losing their jobs.
- Ⓓ It created a military alliance among western European and North American nations.

**American History
Practice Test**

Question 23

Question and Scoring Guidelines

Question 23

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

What was this development known as?

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

Points Possible: 1

Course: 1945 – Present

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

Scoring Guidelines

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

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

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

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

Sample Response: 1 point

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

What was this development known as?

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

**American History
Practice Test**

Question 24

Question and Scoring Guidelines

Question 24

In 1816, Thomas Jefferson wrote:

I am certainly not an advocate for frequent and untried changes in laws and constitutions... But I know also that laws and institutions... must advance... and keep pace with the times.

-Letter to Samuel Kercheval, July 12, 1816

Which thesis about Jefferson's beliefs does the statement above support?

- Ⓐ Laws must change as society changes.
- Ⓑ Laws and constitutions have little permanent value.
- Ⓒ People have limited ability to govern themselves wisely.
- Ⓓ The rights of individuals must be balanced against the common good.

Points Possible: 1

Course: Skills and Documents

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

Scoring Guidelines

Rationale for Option A: Key – Jefferson was writing about his belief that laws must be able to change to remain current as times change.

Rationale for Option B: Jefferson refers to laws changing, not a lack of value.

Rationale for Option C: Jefferson does not reference the people or their ability to govern.

Rationale for Option D: Individual rights and the common good are not referenced by Jefferson.

Sample Response: 1 point

In 1816, Thomas Jefferson wrote:

I am certainly not an advocate for frequent and untried changes in laws and constitutions... But I know also that laws and institutions... must advance... and keep pace with the times.

-Letter to Samuel Kercheval, July 12, 1816

Which thesis about Jefferson's beliefs does the statement above support?

- A Laws must change as society changes.
- B Laws and constitutions have little permanent value.
- C People have limited ability to govern themselves wisely.
- D The rights of individuals must be balanced against the common good.

**American History
Practice Test**

Question 25

Question and Scoring Guidelines

Question 25

Throughout its history, the United States has had to confront serious challenges.

Identify the challenges faced by the United States since the September 11, 2001, attacks.

Move the challenges you want to select into the blank boxes.

- You do not need to use all the challenges.

Post 9/11 Challenges

Maintaining a balance of power with the Soviet Union

Countering the use of terrorism

Competing in the space race

Balancing national security and civil liberties

Responding to instability in the Middle East

Protecting against possible attacks in the U.S.

Preventing the spread of communism

Points Possible: 2

Course: 1945 – Present

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

Scoring Guidelines

For this item, a full-credit response includes:

- “Responding to instability in the Middle East” in any box;
AND
- “Countering the use of terrorism” in any box;
AND
- “Balancing national security and civil liberties” in any box;
AND
- “Protecting against possible attacks in the U.S.” in any box (2 points).

For this item, a partial credit response includes:

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

**American History
Practice Test**

Question 25

Sample Responses

Sample Response: 2 points

Throughout its history, the United States has had to confront serious challenges.

Identify the challenges faced by the United States since the September 11, 2001, attacks.

Move the challenges you want to select into the blank boxes.

- You do not need to use all the challenges.

Post 9/11 Challenges

Countering the use of terrorism	Protecting against possible attacks in the U.S.
Responding to instability in the Middle East	Balancing national security and civil liberties
Maintaining a balance of power with the Soviet Union	
Competing in the space race	Preventing the spread of communism

Blank boxes for selection:

Notes on Scoring

This response earns full credit (2 points) for correctly selecting and placing the challenges.

Sample Response: 1 point

Throughout its history, the United States has had to confront serious challenges.

Identify the challenges faced by the United States since the September 11, 2001, attacks.

Move the challenges you want to select into the blank boxes.

- You do not need to use all the challenges.

Post 9/11 Challenges

Competing in the space race	Protecting against possible attacks in the U.S.
Preventing the spread of communism	Balancing national security and civil liberties

Maintaining a balance of power with the Soviet Union	Countering the use of terrorism
	Responding to instability in the Middle East

Notes on Scoring

This response earns partial credit (1 point) for correctly selecting and placing two of the four challenges.

Sample Response: 1 point

Throughout its history, the United States has had to confront serious challenges.

Identify the challenges faced by the United States since the September 11, 2001, attacks.

Move the challenges you want to select into the blank boxes.

- You do not need to use all the challenges.

Post 9/11 Challenges

Countering the use of terrorism	Protecting against possible attacks in the U.S.
Preventing the spread of communism	Competing in the space race
Maintaining a balance of power with the Soviet Union	Responding to instability in the Middle East
	Balancing national security and civil liberties

Blank box for selection:

Notes on Scoring

This response earns partial credit (1 point) for correctly selecting and placing two of the four challenges.

Sample Response: 0 points

Throughout its history, the United States has had to confront serious challenges.

Identify the challenges faced by the United States since the September 11, 2001, attacks.

Move the challenges you want to select into the blank boxes.

- You do not need to use all the challenges.

Post 9/11 Challenges

Protecting against possible attacks in the U.S.	Maintaining a balance of power with the Soviet Union
Preventing the spread of communism	Competing in the space race
Countering the use of terrorism	Responding to instability in the Middle East
	Balancing national security and civil liberties

Notes on Scoring

This response earns no credit (0 points) for selecting and placing incorrect challenges.

Sample Response: 0 points

Throughout its history, the United States has had to confront serious challenges.

Identify the challenges faced by the United States since the September 11, 2001, attacks.

Move the challenges you want to select into the blank boxes.

- You do not need to use all the challenges.

Post 9/11 Challenges

Competing in the space race	Preventing the spread of communism
Balancing national security and civil liberties	Maintaining a balance of power with the Soviet Union
Responding to instability in the Middle East	Protecting against possible attacks in the U.S.
Countering the use of terrorism	

Blank box for selection:

Notes on Scoring

This response earns no credit (0 points) for selecting and placing incorrect challenges.

**American History
Practice Test**

Question 26

Question and Scoring Guidelines

Question 26

Click on each blank box and select a phrase to complete the sentence about issues during the 1940s and 1950s.

During the 1940s and 1950s, American public life was dominated by debates about and fears over

.

Points Possible: 1

Course: American History

Content Statement: Political debates focused on the extent of the role of the government in the economy, environmental protection, social welfare and national security. (31)

Scoring Guidelines

For this item, a full-credit response includes:

- “communism and socialism” selected in the first drop-down,
- AND
- “global nuclear war” selected in the second drop-down (1 point).

**American History
Practice Test**

Question 26

Sample Responses

Sample Response: 1 point

Click on each blank box and select a phrase to complete the sentence about issues during the 1940s and 1950s.

During the 1940s and 1950s, American public life was dominated by debates about and fears over .

Notes on Scoring

This response earns full credit (1 point) for correctly choosing communism and socialism selected in the first drop-down and global nuclear war selected in the second drop-down.

Sample Response: 0 points

Click on each blank box and select a phrase to complete the sentence about issues during the 1940s and 1950s.

During the 1940s and 1950s, American public life was dominated by debates about and fears over .

Notes on Scoring

This response earns no credit (0 points) since only the second drop down box of global nuclear war was correctly selected.

Sample Response: 0 points

Click on each blank box and select a phrase to complete the sentence about issues during the 1940s and 1950s.

During the 1940s and 1950s, American public life was dominated by debates about and fears over .

Notes on Scoring

This response earns no credit (0 points) since neither drop down box was correctly selected.

**American History
Practice Test**

Question 27

Question and Scoring Guidelines

Question 27

Industrialization and technological innovations had significant impacts on the American economy in the late 1800s and early 1900s.

Move each impact into a blank box to match it with the technological innovation that brought it about.

Technological Innovations During the Late 1800s and Early 1900s

Technological Innovation	Impact
Telephone	<input type="text"/>
Automobile	<input type="text"/>
Motion picture	<input type="text"/>
Incandescent lightbulb	<input type="text"/>
Mechanized assembly line	<input type="text"/>
Mechanized farming practices	<input type="text"/>

Reduced the need for agricultural workers

Allowed businesses to operate for longer hours

Allowed factory production to become more efficient

Increased the mobility of the population

Enabled people to communicate over longer distances

Aided the spread of popular culture

Points Possible: 2

Course: American History

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

Scoring Guidelines

A full-credit response (2 points) includes:

- Telephone: Enabled people to communicate over longer distances
AND
- Automobile: Increased the mobility of the population
AND
- Motion picture: Aided the spread of popular culture
AND
- Incandescent lightbulb: Allowed businesses to operate for longer hours
AND
- Mechanized assembly line: Allowed factory production to become more efficient
AND
- Mechanized farming practices: Reduced the need for agricultural workers

A partial-credit response (1 point) includes:

- 4 or 5 correct matches from the list above.

**American History
Practice Test**

Question 27

Sample Responses

Sample Response: 2 points

Industrialization and technological innovations had significant impacts on the American economy in the late 1800s and early 1900s.

Move each impact into a blank box to match it with the technological innovation that brought it about.

Technological Innovations During the Late 1800s and Early 1900s

Technological Innovation	Impact
Telephone	Enabled people to communicate over longer distances
Automobile	Increased the mobility of the population
Motion picture	Aided the spread of popular culture
Incandescent lightbulb	Allowed businesses to operate for longer hours
Mechanized assembly line	Allowed factory production to become more efficient
Mechanized farming practices	Reduced the need for agricultural workers

Reduced the need for agricultural workers

Allowed businesses to operate for longer hours

Allowed factory production to become more efficient

Increased the mobility of the population

Enabled people to communicate over longer distances

Aided the spread of popular culture

Notes on Scoring

This response earns full credit (2 points) since all six of the “impact” choices were correctly matched with the “technological innovation”.

Sample Response: 1 point

Industrialization and technological innovations had significant impacts on the American economy in the late 1800s and early 1900s.

Move each impact into a blank box to match it with the technological innovation that brought it about.

Technological Innovations During the Late 1800s and Early 1900s

Technological Innovation	Impact
Telephone	Enabled people to communicate over longer distances
Automobile	Increased the mobility of the population
Motion picture	Aided the spread of popular culture
Incandescent lightbulb	Reduced the need for agricultural workers
Mechanized assembly line	Allowed factory production to become more efficient
Mechanized farming practices	Allowed businesses to operate for longer hours

Reduced the need for agricultural workers

Allowed businesses to operate for longer hours

Allowed factory production to become more efficient

Increased the mobility of the population

Enabled people to communicate over longer distances

Aided the spread of popular culture

Notes on Scoring

This response earns partial credit (1 point) since four of the “impact” choices were correctly matched with the “technological innovation”.

Sample Response: 1 point

Industrialization and technological innovations had significant impacts on the American economy in the late 1800s and early 1900s.

Move each impact into a blank box to match it with the technological innovation that brought it about.

Technological Innovations During the Late 1800s and Early 1900s

Technological Innovation	Impact
Telephone	Enabled people to communicate over longer distances
Automobile	Aided the spread of popular culture
Motion picture	Increased the mobility of the population
Incandescent lightbulb	Allowed businesses to operate for longer hours
Mechanized assembly line	Allowed factory production to become more efficient
Mechanized farming practices	Reduced the need for agricultural workers

Reduced the need for agricultural workers

Allowed businesses to operate for longer hours

Allowed factory production to become more efficient

Increased the mobility of the population

Enabled people to communicate over longer distances

Aided the spread of popular culture

Notes on Scoring

This response earns partial credit (1 point) since four of the “impact” choices were correctly matched with the “technological innovation”.

Sample Response: 0 points

Industrialization and technological innovations had significant impacts on the American economy in the late 1800s and early 1900s.

Move each impact into a blank box to match it with the technological innovation that brought it about.

Technological Innovations During the Late 1800s and Early 1900s

Technological Innovation	Impact
Telephone	Enabled people to communicate over longer distances
Automobile	Allowed businesses to operate for longer hours
Motion picture	Aided the spread of popular culture
Incandescent lightbulb	Increased the mobility of the population
Mechanized assembly line	Reduced the need for agricultural workers
Mechanized farming practices	Allowed factory production to become more efficient

Reduced the need for agricultural workers

Allowed businesses to operate for longer hours

Allowed factory production to become more efficient

Increased the mobility of the population

Enabled people to communicate over longer distances

Aided the spread of popular culture

Notes on Scoring

This response earns no credit (0 points) since three or less “impact” choices were correctly matched with the “technological innovation”.

Sample Response: 0 points

Industrialization and technological innovations had significant impacts on the American economy in the late 1800s and early 1900s.

Move each impact into a blank box to match it with the technological innovation that brought it about.

Technological Innovations During the Late 1800s and Early 1900s

Technological Innovation	Impact
Telephone	Aided the spread of popular culture
Automobile	Allowed factory production to become more efficient
Motion picture	Reduced the need for agricultural workers
Incandescent lightbulb	Increased the mobility of the population
Mechanized assembly line	Enabled people to communicate over longer distances
Mechanized farming practices	Allowed businesses to operate for longer hours

Reduced the need for agricultural workers

Allowed businesses to operate for longer hours

Allowed factory production to become more efficient

Increased the mobility of the population

Enabled people to communicate over longer distances

Aided the spread of popular culture

Notes on Scoring

This response earns no credit (0 points) since three or less “impact” choices were correctly matched with the “technological innovation”.

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