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<th>Points</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Multiple Choice</td>
<td>Principles and Structure</td>
<td>The processes of persuasion, compromise, consensus building and negotiation contribute to the resolution of conflicts and differences. <em>(4)</em></td>
<td>A</td>
<td>1 point</td>
</tr>
<tr>
<td>2</td>
<td>Graphic Response</td>
<td>Principles and Structure</td>
<td>The political process creates a dynamic interaction among the three branches of government in addressing current issues. <em>(15)</em></td>
<td>---</td>
<td>2 points</td>
</tr>
<tr>
<td>3</td>
<td>Graphic Response</td>
<td>Principles and Structure</td>
<td>Historically, the United States has struggled with majority rule and the extension of minority rights. As a result of this struggle, the government has increasingly extended civil rights to marginalized groups and broadened opportunities for participation. <em>(17)</em></td>
<td>---</td>
<td>1 point</td>
</tr>
<tr>
<td>4</td>
<td>Graphic Response</td>
<td>Ohio/Policy/Economy</td>
<td>The federal government uses spending and tax policy to maintain economic stability and foster economic growth. Regulatory actions carry economic costs and benefits. <em>(23)</em></td>
<td>---</td>
<td>2 points</td>
</tr>
<tr>
<td>5</td>
<td>Multiple Choice</td>
<td>Historic Documents</td>
<td>The Federalist Papers and the Anti-Federalist Papers framed the national debate over the basic principles of government encompassed by the Constitution of the United States. <em>(6)</em></td>
<td>B</td>
<td>1 point</td>
</tr>
<tr>
<td>6</td>
<td>Multiple Choice</td>
<td>Ohio/Policy/Economy</td>
<td>Individuals in Ohio have a responsibility to assist state and local governments as they address relevant and often controversial problems that directly affect their communities. <em>(20)</em></td>
<td>D</td>
<td>1 point</td>
</tr>
<tr>
<td>Question No.</td>
<td>Item Type</td>
<td>Reporting Category</td>
<td>Content Statement</td>
<td>Answer Key</td>
<td>Points</td>
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<td>-------------</td>
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<td>-------------------</td>
<td>------------</td>
<td>--------</td>
</tr>
<tr>
<td>7</td>
<td>Graphic Response</td>
<td>Historic Documents</td>
<td>Amendments 11, 21 and 27 have addressed unique historical circumstances. (13)</td>
<td>---</td>
<td>2 points</td>
</tr>
<tr>
<td>8</td>
<td>Graphic Response</td>
<td>Historic Documents</td>
<td>The Ohio Constitution was drafted in 1851 to address difficulties in governing the state of Ohio. (18)</td>
<td>---</td>
<td>2 points</td>
</tr>
<tr>
<td>9</td>
<td>Multiple Choice</td>
<td>Ohio/Policy/Economy</td>
<td>Individuals and organizations play a role within federal, state and local governments in helping to determine public (domestic and foreign) policy. (22)</td>
<td>D</td>
<td>1 point</td>
</tr>
<tr>
<td>10</td>
<td>Multiple Choice</td>
<td>Historic Documents</td>
<td>Four amendments have provided for extensions of suffrage to disenfranchised groups. (11)</td>
<td>B</td>
<td>1 point</td>
</tr>
<tr>
<td>11</td>
<td>Short Response</td>
<td>Historic Documents</td>
<td>Five amendments have altered provisions for presidential election, terms and succession to address changing historical circumstances. (12)</td>
<td>---</td>
<td>2 points</td>
</tr>
<tr>
<td>12</td>
<td>Graphic Response</td>
<td>Principles and Structure</td>
<td>The processes of persuasion, compromise, consensus building and negotiation contribute to the resolution of conflicts and differences. (4)</td>
<td>---</td>
<td>2 points</td>
</tr>
<tr>
<td>13</td>
<td>Hot Text Item</td>
<td>Skills and Documents</td>
<td>As the supreme law of the land, the U.S. Constitution incorporates basic principles that help define the government of the United States as a federal republic including its structure, powers and relationship with the governed. (5)</td>
<td>---</td>
<td>1 point</td>
</tr>
</tbody>
</table>
## American Government
### Spring 2017 Item Release
#### Content Summary and Answer Key

<table>
<thead>
<tr>
<th>Question No.</th>
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<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Short Response</td>
<td>Skills and Documents</td>
<td>Constitutional government in the United States has changed over time as a result of amendments to the U.S. Constitution, Supreme Court decisions, legislation and informal practices. (7)</td>
<td>---</td>
<td>2 points</td>
</tr>
<tr>
<td>15</td>
<td>Extended Response</td>
<td>Skills and Documents</td>
<td>Constitutional government in the United States has changed over time as a result of amendments to the U.S. Constitution, Supreme Court decisions, legislation and informal practices. (7)</td>
<td>---</td>
<td>4 points</td>
</tr>
</tbody>
</table>
American Government
Spring 2017 Item Release

Question 1

Question and Scoring Guidelines
Question 1

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

(A) All of them are nonviolent methods of conflict resolution.

(B) All of them involve getting each party to make sacrifices.

(C) All of them typically produce unequal results for opposing parties.

(D) All of them involve enabling opposing parties to have their positions accepted.

Points Possible: 1

Reporting Category: Principles and Structure

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

Scoring Guidelines

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

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

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

Rationale for Option D: This is incorrect. The process of these methods may mean that some positions are amended or given up.
Sample Response: 1 point

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

- All of them are nonviolent methods of conflict resolution.
- All of them involve getting each party to make sacrifices.
- All of them typically produce unequal results for opposing parties.
- All of them involve enabling opposing parties to have their positions accepted.
American Government
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Question 2

Question and Scoring Guidelines
**Question 2**

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

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

- You may use each branch more than once.

<table>
<thead>
<tr>
<th>Interaction of Branches</th>
<th>Examples of Checks and Balances</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checks Executive</td>
<td>1. Veto override</td>
</tr>
<tr>
<td></td>
<td>2. Impeachment of civil officers</td>
</tr>
<tr>
<td>Checks Legislative</td>
<td>1. Veto legislation</td>
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<tr>
<td></td>
<td>2. Convene houses of Congress</td>
</tr>
<tr>
<td>Checks Legislative</td>
<td>1. Interpret laws</td>
</tr>
<tr>
<td></td>
<td>2. Apply laws</td>
</tr>
<tr>
<td>Checks Judicial</td>
<td>1. Appoint judges</td>
</tr>
<tr>
<td></td>
<td>2. Issue pardons and reprieves</td>
</tr>
</tbody>
</table>

**Points Possible:** 2

**Reporting Category:** Principles and Structure

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

For this item, a full-credit response includes:

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

For this item, a partial credit response includes:

- Any two correct branches in the correct boxes (1 point).
American Government
Spring 2017 Item Release

Question 2

Sample Responses
Sample Response: 2 points

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

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

- You may use each branch more than once.

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</tbody>
</table>

Legislative  Judicial

Notes on Scoring

This response earns full credit (2 points) because the branches of government are identified correctly in all four of the interactions.
Sample Response: 1 point

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

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

- You may use each branch more than once.

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Notes on Scoring

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

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

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

- You may use each branch more than once.

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</tr>
</tbody>
</table>

Notes on Scoring

This response earns partial credit (1 point) because only two of the branches of government are identified correctly in the interactions: “Executive” is placed correctly in the second interaction and “Judicial” is placed correctly in the third interaction.
The U.S. Constitution created a system of dynamic interaction among the three branches of the federal government.

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

- You may use each branch more than once.

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</tr>
<tr>
<td>Checks Judicial</td>
<td>2. Issue pardons and reprieves</td>
</tr>
</tbody>
</table>

Notes on Scoring

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

Notes on Scoring

This response earns no credit (0 points) because only one of the branches of government is identified correctly in the interactions: “Legislative” is placed correctly in the top interaction.
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Question 3

Question and Scoring Guidelines
Question 3

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

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

• You do not need to use all the labels.

U.S. Government Actions

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

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

Executive Branch Judicial Branch Legislative Branch

Points Possible: 1

Reporting Category: Principles and Structure

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

Scoring Guidelines

For this item, a full-credit response includes:

• “Executive Branch” in top box;
  AND
• “Legislative Branch” in bottom box (1 point).
American Government
Spring 2017 Item Release

Question 3

Sample Responses
Sample Response: 1 point

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

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

- You do not need to use all the labels.

U.S. Government Actions

- The [Executive Branch] sent in the National Guard to integrate schools to ensure that African Americans had access to public education.
- The [Legislative Branch] passed a series of civil rights and voting rights acts to ensure that African Americans could exercise their right to vote.

Notes on Scoring

This response earns full credit (1 point) because it correctly matches the branch of government to the appropriate action to extend civil rights.
Sample Response: 0 points

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

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

- You do not need to use all the labels.

U.S. Government Actions

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

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

Judicial Branch

Notes on Scoring

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

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

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

- You do not need to use all the labels.

### U.S. Government Actions

<table>
<thead>
<tr>
<th>Executive Branch</th>
<th>Judicial Branch</th>
</tr>
</thead>
<tbody>
<tr>
<td>sent in the National Guard to integrate schools to ensure that African Americans had access to public education.</td>
<td>passed a series of civil rights and voting rights acts to ensure that African Americans could exercise their right to vote.</td>
</tr>
</tbody>
</table>

### Notes on Scoring

This response earns no credit (0 points) because it correctly matches only one branch of government to the appropriate action to extend civil rights: “Executive Branch” for the first action.
American Government
Spring 2017 Item Release

Question 4

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

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

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

- You may use each policy more than once.

### Points Possible: 2

### Reporting Category: Ohio/Policy/Economy

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

For this item, a full-credit response includes:

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

For this item, a partial credit response includes:

- Three to five policies in the correct blank boxes (1 point).
American Government
Spring 2017 Item Release

Question 4

Sample Responses
Sample Response: 2 points

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

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

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

- You may use each policy more than once.

<table>
<thead>
<tr>
<th>Policy</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expand</td>
<td>End a recession</td>
</tr>
<tr>
<td>Contract</td>
<td>Increase tax revenue</td>
</tr>
<tr>
<td>Contract</td>
<td>Lower inflation</td>
</tr>
<tr>
<td>Contract</td>
<td>Lower federal spending</td>
</tr>
<tr>
<td>Expand</td>
<td>Raise total demand for goods</td>
</tr>
<tr>
<td>Expand</td>
<td>Reduce tax rates</td>
</tr>
</tbody>
</table>

Notes on Scoring

This response earns full credit (2 points) because the appropriate policy is correctly identified for each of the goals.
Sample Response: 1 point

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

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

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

- You may use each policy more than once.

Notes on Scoring

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

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

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

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

- You may use each policy more than once.

<table>
<thead>
<tr>
<th>Policy</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contract</td>
<td>End a recession</td>
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<td>Raise total demand for goods</td>
</tr>
<tr>
<td>Contract</td>
<td>Reduce tax rates</td>
</tr>
</tbody>
</table>

Notes on Scoring

This response earns partial credit (1 point) because the appropriate policy is correctly identified for four of the goals: the second, third, fourth and fifth goals.
Sample Response: 0 points

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

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

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

- You may use each policy more than once.

<table>
<thead>
<tr>
<th>Fiscal Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Policy</strong></td>
</tr>
<tr>
<td>Expand</td>
</tr>
<tr>
<td>Expand</td>
</tr>
<tr>
<td>Expand</td>
</tr>
<tr>
<td>Expand</td>
</tr>
<tr>
<td>Expand</td>
</tr>
<tr>
<td>Contract</td>
</tr>
</tbody>
</table>

Notes on Scoring

This response earns no credit (0 points) because the appropriate policy is correctly identified for only two of the goals: the first and fifth goals.
In the United States, the government uses expansionary and contractionary fiscal policies to affect conditions in the economy.

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

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

- You may use each policy more than once.

### Notes on Scoring

This response earns no credit (0 points) because it does not correctly identify the appropriate policies for any of the goals.
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Question 5

Question and Scoring Guidelines
Question 5

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

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

Points Possible: 1

Reporting Category: Historic Documents

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

Scoring Guidelines

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

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

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

Rationale for Option D: This is incorrect. The Anti-Federalists believed that there should not be a strong central government, but rather there should be greater power for the states.
Sample Response: 1 point

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

(A) standing army
(B) limited government
(C) checks and balances
(D) strong central government
American Government
Spring 2017 Item Release

Question 6

Question and Scoring Guidelines
Question 6

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

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

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

Points Possible: 1

Reporting Category: Ohio/Policy/Economy

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

Scoring Guidelines

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

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

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

Rationale for Option D: Key – Signing a petition to place an issue on the ballot of a state election is a form of civic engagement at the state level.
Sample Response: 1 point

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

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

- organizing a neighborhood watch patrol
- serving in the active-duty army or air force
- testifying before Congress on a regional issue
- signing a petition to place an issue on the ballot
American Government
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Question 7

Question and Scoring Guidelines
A list of events in the early 1900s is shown.

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

Click on the boxes you wish to select.

<table>
<thead>
<tr>
<th>Circumstances Surrounding the 21st Amendment’s Passage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crime rates increased under Prohibition</td>
</tr>
<tr>
<td>The 18th Amendment failed to pass</td>
</tr>
<tr>
<td>World War II</td>
</tr>
<tr>
<td>The women’s suffrage movement was successful</td>
</tr>
<tr>
<td>Federal income taxes were needed to fund military efforts</td>
</tr>
<tr>
<td>Difficulties enforcing the 18th Amendment arose</td>
</tr>
<tr>
<td>The Democratic Party successfully campaigned against Prohibition in 1932</td>
</tr>
</tbody>
</table>

**Points Possible:** 2

**Reporting Category:** Historic Documents

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

For this item, a full-credit response includes:

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

For this item, a partial-credit response includes:

- Selection of two correct responses as designated by the full-credit response rubric and no incorrect options selected (1 point);  
  OR
- Selection of three correct responses as designated by the full-credit response rubric and one incorrect option selected (1 point).
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Question 7

Sample Responses
Sample Response: 2 points

A list of events in the early 1900s is shown.
Identify which events led to the adoption of the 21st Amendment of the U.S. Constitution.
Click on the boxes you wish to select.

<table>
<thead>
<tr>
<th>Circumstances Surrounding the 21st Amendment’s Passage</th>
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</tr>
<tr>
<td>The Democratic Party successfully campaigned against Prohibition in 1932</td>
</tr>
</tbody>
</table>

Notes on Scoring

This response earns full credit (2 points) because it selects all three events that led to the adoption of the 21st Amendment.
Sample Response: 1 point

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

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

Click on the boxes you wish to select.

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<tr>
<th>Circumstances Surrounding the 21st Amendment’s Passage</th>
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<tr>
<td>The Democratic Party successfully campaigned against Prohibition in 1932</td>
</tr>
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</table>

Notes on Scoring

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

A list of events in the early 1900s is shown.
Identify which events led to the adoption of the 21st Amendment of the U.S. Constitution.
Click on the boxes you wish to select.

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<td>The Democratic Party successfully campaigned against Prohibition in 1932</td>
</tr>
</tbody>
</table>

Notes on Scoring

This response earns partial credit (1 point) because even though it selects the three correct events that led to the adoption of the 21st Amendment, a fourth, incorrect option was selected. (“The women’s suffrage...”).
Sample Response: 0 points

A list of events in the early 1900s is shown.
Identify which events led to the adoption of the 21st Amendment of the U.S. Constitution.
Click on the boxes you wish to select.

Notes on Scoring
This response earns partial credit (1 point) because even though it selects the three correct events that led to the adoption of the 21st Amendment, two incorrect options ("The women’s suffrage..." and "Federal income taxes...") were also selected.
Sample Response: 0 points

<table>
<thead>
<tr>
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<tr>
<td>The Democratic Party successfully campaigned against Prohibition in 1932</td>
</tr>
</tbody>
</table>

Notes on Scoring

This response earns no credit (0 points) because it selects only two of the events that led to the adoption of the 21st Amendment. The third selection (“Federal income taxes...”) is incorrect.
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Question 8

Question and Scoring Guidelines
Question 8

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

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

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

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

Problems in Ohio’s Original Constitution

Most Ohio citizens lacked the power to influence who would hold key judicial and executive offices.

The Ohio Supreme Court found it difficult to meet its obligations.

Ohio was burdened with a significant amount of debt.

Solutions in Ohio’s 1851 Constitution

Debt limitations were instituted and tax funds could only be used for their stated purpose.

The federal government purchased Ohio state bonds to assume a portion of the debt.

District courts were added to reduce caseload burdens.

Major executive officials and all judges were chosen through referendums.

The U.S. Supreme Court accepted more Ohio cases to reduce caseload burdens.

Major executive officials and all judges were to be elected by popular vote.

Points Possible: 2

Reporting Category: Historic Documents

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

Scoring Guidelines

For this item, a full-credit response includes:

• “Major executive...vote” at the top box;

AND

• “District courts...burdens” at the middle box;

AND

• “Debt limitations...purpose” at the bottom box (2 points).

For this item, a partial-credit response includes:

• Two solutions matched the correct problems (1 point).
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Question 8

Sample Responses
Sample Response: 2 points

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

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

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

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

<table>
<thead>
<tr>
<th>Problems in Ohio’s Original Constitution</th>
<th>Solutions in Ohio’s 1851 Constitution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most Ohio citizens lacked the power to influence who would hold key judicial and executive offices.</td>
<td>Major executive officials and all judges were to be elected by popular vote.</td>
</tr>
<tr>
<td>The Ohio Supreme Court found it difficult to meet its obligations.</td>
<td>District courts were added to reduce caseload burdens.</td>
</tr>
<tr>
<td>Ohio was burdened with a significant amount of debt.</td>
<td>Debt limitations were instituted and tax funds could only be used for their stated purpose.</td>
</tr>
</tbody>
</table>

The federal government purchased Ohio state bonds to assume a portion of the debt.

Major executive officials and all judges were chosen through referendums.

The U.S. Supreme Court accepted more Ohio cases to reduce caseload burdens.

Notes on Scoring

This response earns full credit (2 points) because it correctly identifies all of the “Solutions” to the “Problems” caused by Ohio’s original constitution.
Sample Response: 1 point

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

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

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

<table>
<thead>
<tr>
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<th>Solutions in Ohio’s 1851 Constitution</th>
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</table>

The federal government purchased Ohio state bonds to assume a portion of the debt.

The U.S. Supreme Court accepted more Ohio cases to reduce caseload burdens.

Major executive officials and all judges were to be elected by popular vote.

Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies only two “Solutions” to the “Problems” caused by Ohio’s original constitution. “Major executive officials and all judges were chosen through referendums.” is incorrect.
Ohio's original constitution contained some provisions that created problems for the state. Ohio adopted a new constitution in 1851 to address some of these issues.

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

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

**Notes on Scoring**

This response earns partial credit (1 point) because it correctly identifies only two “Solutions” to the “Problems” caused by Ohio's original constitution. “The federal government purchased Ohio state bonds to assume a portion of the debt.” is incorrect.
Ohio's original constitution contained some provisions that created problems for the state. Ohio adopted a new constitution in 1851 to address some of these issues.

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

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

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

---

**Sample Response:** 0 points

**Notes on Scoring**

This response earns no credit (0 points) because it correctly identifies only one of the “Solutions” to the “Problems” caused by Ohio's original constitution ("Debt limitations were instituted and tax funds could only be used for their stated purpose.").
Ohio's original constitution contained some provisions that created problems for the state. Ohio adopted a new constitution in 1851 to address some of these issues.

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

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

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

### Sample Response: 0 points

<table>
<thead>
<tr>
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<tr>
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</tbody>
</table>

| Debt limitations were instituted and tax funds could only be used for their stated purpose. |

| District courts were added to reduce caseload burdens. | Major executive officials and all judges were chosen through referendums. |

---

### Notes on Scoring

This response earns no credit (0 points) because it correctly identifies only one of the “Solutions” to the “Problems” caused by Ohio’s original constitution (“Major executive officials and all judges were to be elected by popular vote.”).
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Question 9

Question and Scoring Guidelines
**Question 9**

You want to persuade the government to establish stronger national pollution standards for reducing carbon in the atmosphere. Which is the correct government body to contact to express your opinion and to bring about the outcome you favor?

A  your town’s city council
B  Ohio General Assembly
C  U. S. Supreme Court
D  U.S. Congress

**Points Possible:** 1

**Reporting Category:** Ohio/Policy/Economy

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

**Scoring Guidelines**

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

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

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

**Rationale for Option D: Key** – The U.S. Congress has the power to enact new, tougher national pollution standards.
You want to persuade the government to establish stronger national pollution standards for reducing carbon in the atmosphere. Which is the correct government body to contact to express your opinion and to bring about the outcome you favor?

(A) your town's city council
(B) Ohio General Assembly
(C) U. S. Supreme Court
(D) U. S. Congress
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Question 10

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

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

Points Possible: 1

Reporting Category: Historic Documents

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

Scoring Guidelines

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

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

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

Rationale for Option D: This is incorrect. Neither the 24th Amendment nor any other constitutional amendment directly strengthened the role of political parties in choosing candidates that run for public office.
Sample Response: 1 point

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

- permitting women to run for public office
- extending basic rights to more Americans
- increasing the number of elected public officials
- strengthening the role of political parties in choosing candidates
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Question 11

Question and Scoring Guidelines
Question 11

Franklin D. Roosevelt’s presidency directly led to a constitutional amendment concerning the executive branch. Identify the amendment. Then, describe how that amendment changed the rules regarding the executive branch. Type your answer in the space provided.

Points Possible: 2

Reporting Category: Historic Documents

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

<table>
<thead>
<tr>
<th>Score Point</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 points</td>
<td>The student correctly identifies the 22nd Amendment and correctly describes the two-term limit it created.</td>
</tr>
</tbody>
</table>
| 1 point     | The student identifies the 22nd Amendment.  
OR  
The student describes the two-term limit. |
| 0 points    | The response does not meet the criteria required to earn one point. The response indicates inadequate or no understanding of the task and/or the idea or concept needed to answer the item. The response may provide an incorrect solution/response. |
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Question 11

Sample Responses
Sample Response: 2 points

Franklin D. Roosevelt’s presidency directly led to a constitutional amendment concerning the executive branch. Identify the amendment. Then, describe how that amendment changed the rules regarding the executive branch. Type your answer in the space provided.

Roosevelt’s presidency led to the 22nd amendment. It limited the amount of terms a president could serve to two. Roosevelt had served 4 terms and the government wanted to ensure that a president could not grow too popular and powerful over an excessive number of terms.

Notes on Scoring

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

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

Identify the amendment.

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

Type your answer in the space provided.

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

Notes on Scoring

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

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

Identify the amendment.

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

Type your answer in the space provided.

He caused an amendment to be made where the presidential term has a limit. Now no president can be in office for more than two terms and each term is four years long.

Notes on Scoring

This response earns full credit (2 points) because it correctly identifies the 22nd Amendment (“He caused an amendment to be made where the presidential term has a limit”) and correctly describes the two-term limit it created (“Now no president can be in office for more than two terms”). This response identifies the amendment without noting its number.
Sample Response: 1 point

Franklin D. Roosevelt's presidency directly led to a constitutional amendment concerning the executive branch. Identify the amendment. Then, describe how that amendment changed the rules regarding the executive branch. Type your answer in the space provided.

The amendment made it so that a president can only serve a maximum of two terms.

Notes on Scoring

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

Franklin D. Roosevelt’s presidency directly led to a constitutional amendment concerning the executive branch. Identify the amendment. Then, describe how that amendment changed the rules regarding the executive branch. Type your answer in the space provided.

Notes on Scoring

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

Franklin D. Roosevelt's presidency directly led to a constitutional amendment concerning the executive branch. Identify the amendment. Then, describe how that amendment changed the rules regarding the executive branch. Type your answer in the space provided.

The amendment that FDR's presidency led to a constitutional amendment concerning the executive branch was the 25th Amendment stating that a President could not exceed a term of two terms of 4 years each.

Notes on Scoring

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

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

Identify the amendment.

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

Type your answer in the space provided.

Franklin D. Roosevelt’s presidency directly led to a constitutional amendment concerning the executive branch. The 22nd Amendment changed because he was getting too much power at times during of war. Disobeying the constition is the only time during war. He was in wat during his whole presidency.

Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies the amendment ("The 22nd Amendment ") but incorrectly describes how the amendment changed the rules of the executive branch.
Sample Response: 0 points

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

Identify the amendment.

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

Type your answer in the space provided.

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

Notes on Scoring

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

Franklin D. Roosevelt’s presidency directly led to a constitutional amendment concerning the executive branch.
Identify the amendment.
Then, describe how that amendment changed the rules regarding the executive branch.
Type your answer in the space provided.

1st Amendment
They sis not have as much power like they did before

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

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

Identify the amendment.

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

Type your answer in the space provided.

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

Notes on Scoring

This response earns no credit (0 points) because it incorrectly identifies the amendment and incorrectly describes how the amendment changed the rules of the executive branch.
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Question 12

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

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

Click on the four approaches you want to select.

- Try to replace the members of the city commission with officials who support the existing plan without changes.
- Make a concession to their opponents by offering to build the airport in a different location in the city.
- Hold neighborhood meetings to discuss how to address the concerns residents have about the new airport.
- Buy homes in the neighborhood to force the residents to move away so that the airport faces less opposition.
- Build the airport as proposed despite opposition.
- Run commercials explaining how the cost of the airport will be offset by the economic benefits that it will bring.
- Bring people on both sides of the issue together to try to settle their differences through discussion.

**Points Possible:** 2

**Reporting Category:** Principles and Structure

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

For this item, a full-credit response includes:

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

For this item, a partial-credit response includes:

- Two or three correct approaches selected (1 point).
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Question 12

Sample Responses
Sample Response: 2 points

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

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

Click on the four approaches you want to select.

- Try to replace the members of the city commission with officials who support the existing plan without changes.
- Make a concession to their opponents by offering to build the airport in a different location in the city.
- Hold neighborhood meetings to discuss how to address the concerns residents have about the new airport.
- Buy homes in the neighborhood to force the residents to move away so that the airport faces less opposition.
- Build the airport as proposed despite opposition.
- Run commercials explaining how the cost of the airport will be offset by the economic benefits that it will bring.
- Bring people on both sides of the issue together to try to settle their differences through discussion.

Notes on Scoring

This response earns full credit (2 points) because it correctly identifies all four approaches.
Sample Response: 1 point

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

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

Click on the four approaches you want to select.

- Try to replace the members of the city commission with officials who support the existing plan without changes.
- Make a concession to their opponents by offering to build the airport in a different location in the city.
- Hold neighborhood meetings to discuss how to address the concerns residents have about the new airport.
- Buy homes in the neighborhood to force the residents to move away so that the airport faces less opposition.
- Build the airport as proposed despite opposition.
- Run commercials explaining how the cost of the airport will be offset by the economic benefits that it will bring.
- Bring people on both sides of the issue together to try to settle their differences through discussion.

Notes on Scoring

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

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

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

Click on the four approaches you want to select.

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

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

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

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

Build the airport as proposed despite opposition.

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

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

Notes on Scoring

This response earns partial credit (1 point) because it identifies only three of the correct approaches.
### Sample Response: 0 points

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

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

Click on the four approaches you want to select.

<table>
<thead>
<tr>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Try to replace the members of the city commission with officials who support the existing plan without changes.</td>
</tr>
<tr>
<td>Make a concession to their opponents by offering to build the airport in a different location in the city.</td>
</tr>
<tr>
<td>Hold neighborhood meetings to discuss how to address the concerns residents have about the new airport.</td>
</tr>
<tr>
<td>Buy homes in the neighborhood to force the residents to move away so that the airport faces less opposition.</td>
</tr>
<tr>
<td>Build the airport as proposed despite opposition.</td>
</tr>
<tr>
<td>Run commercials explaining how the cost of the airport will be offset by the economic benefits that it will bring.</td>
</tr>
<tr>
<td>Bring people on both sides of the issue together to try to settle their differences through discussion.</td>
</tr>
</tbody>
</table>

### Notes on Scoring

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

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

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

Click on the four approaches you want to select.

- Try to replace the members of the city commission with officials who support the existing plan without changes.
- Make a concession to their opponents by offering to build the airport in a different location in the city.
- Hold neighborhood meetings to discuss how to address the concerns residents have about the new airport.
-Buy homes in the neighborhood to force the residents to move away so that the airport faces less opposition.
-Build the airport as proposed despite opposition.
-Run commercials explaining how the cost of the airport will be offset by the economic benefits that it will bring.
-Bring people on both sides of the issue together to try to settle their differences through discussion.

Notes on Scoring

This response earns no credit (0 points) because it identifies only one of the correct approaches (“Bring people on both sides of the issue together...”).
American Government
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Stimulus for Questions 13 – 15
Stimulus for Questions 13 – 15

Oregon v. Mitchell

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

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

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

Excerpt from Majority Opinion in Oregon v. Mitchell

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

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

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

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

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

"Majority Opinion in Oregon v. Mitchell" by the United States Supreme Court. In the public domain.
American Government
Spring 2017 Item Release

Question 13

Question and Scoring Guidelines
Question 13

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

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

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

Points Possible: 1

Reporting Category: Skills and Documents

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

Scoring Guidelines

For this item, a full-credit response includes:

- “Since Congress has attempted to invade an area preserved to the States by the Constitution without a foundation for enforcing the Civil War Amendments’ ban on racial discrimination, I would hold that Congress has exceeded its powers in attempting to lower the voting age in state and local elections.” (Tag #3) selected (1 point).
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Question 13

Sample Responses
Sample Response: 1 point

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

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

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

Notes on Scoring

This response earns full credit (1 point) because it correctly selects the portion of the excerpt that reflects the principle of limited government.
Sample Response: 0 points

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

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

**Notes on Scoring**

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

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

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

Notes on Scoring

This response earns no credit (0 points) because it does not correctly select the portion of the excerpt that reflects the principle of limited government.
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Question 14

Question and Scoring Guidelines
Question 14

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

Type your answer in the space provided.

Points Possible: 2

Reporting Category: Skills and Documents

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

<table>
<thead>
<tr>
<th>Score Point</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 points</td>
<td>The response includes a complete explanation of how the Supreme Court’s ruling in <em>Oregon v. Mitchell</em> illustrates the constitutional principle of checks and balances.</td>
</tr>
<tr>
<td>1 point</td>
<td>The response includes a partial explanation of how the Supreme Court’s ruling in <em>Oregon v. Mitchell</em> illustrates the constitutional principle of checks and balances.</td>
</tr>
<tr>
<td>0 points</td>
<td>The response does not meet the criteria required to earn one point. The response indicates inadequate or no understanding of the task and/or the idea or concept needed to answer the item. It may only repeat information given in the test item. The response may provide an incorrect solution/response and the provided supportive information may be totally irrelevant to the item, or possibly, no other information is shown. The student may have written on a different topic or written, “I don't know.”</td>
</tr>
</tbody>
</table>
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Question 14

Sample Responses
Sample Response: 2 points

The Supreme Court’s ruling in *Oregon v. Mitchell* illustrates the constitutional principle of checks and balances because the court ruling shows that they have the power to overturn a congressional ruling thus making sure that Congress doesn’t overexceed its constitutional powers and cause a tyranny in America.

Notes on Scoring

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

Notes on Scoring

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

Notes on Scoring

This response earns full credit (2 points) because it includes a complete explanation of how the Supreme Court’s ruling in Oregon v. Mitchell illustrates the constitutional principle of checks and balances (“...congress was trying to make new regulations for the state of Oregon to tell them what to do however the Supreme Court manages to get involved, and ruled that what congress was attempting to do was unconstitutional.”).
Sample Response: 1 point

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

Type your answer in the space provided.

Congress tried to lower the voting age, but the supreme court overruled it.

Notes on Scoring

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

This response earns partial credit (1 point) because it includes a partial explanation of how the Supreme Court’s ruling in Oregon v. Mitchell illustrates the constitutional principle of checks and balances (“...the Supreme Court ruled in favor of Oregon’s lawsuit against Congress”).
Sample Response: 1 point

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

Sample Response:

The case illustrates this by the Judicial Branch to check on the Legislative Branch to the had balance.

Notes on Scoring

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

Notes on Scoring

This response earns partial credit (1 point) because it includes a partial explanation of how the Supreme Court’s ruling in Oregon v. Mitchell illustrates the constitutional principle of checks and balances (“…principle of checks and balances because it is an example of the Supreme Court limiting Congress...”).
Sample Response: 0 points

Notes on Scoring

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

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

Type your answer in the space provided.
```

It shows that the States cannot make many decisions without congress’s approval which is a form of checks and balances.

Notes on Scoring

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

Notes on Scoring

This response earns no credit (0 points) because it demonstrates inadequate understanding of the concept needed to answer the item.
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Question 15

Question and Scoring Guidelines
Question 15

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

- Limited government
- Federalism
- Popular sovereignty.

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

Type your answer in the space provided.

Points Possible: 4

**Reporting Category:** Skills and Documents

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

<table>
<thead>
<tr>
<th>Score Point</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 points</td>
<td>The response includes two complete explanations of how the Supreme Court’s decision in <em>Oregon v. Mitchell</em> clarifies the application of basic principles of government. A complete explanation includes a description of how one of the principles was clarified AND cites evidence from the opinion.</td>
</tr>
<tr>
<td>3 points</td>
<td>The response includes one complete explanation and one partial explanation of how the Supreme Court’s decision in <em>Oregon v. Mitchell</em> clarifies the application of basic principles of government. A partial explanation includes a description of how one of the principles was clarified OR cites evidence from the opinion.</td>
</tr>
<tr>
<td>2 points</td>
<td>The response includes one complete explanation of how the Supreme Court’s decision in <em>Oregon v. Mitchell</em> clarifies the application of a basic principle of government. OR The response includes two partial explanations of how the Supreme Court’s decision in <em>Oregon v. Mitchell</em> clarifies the application of basic principles of government.</td>
</tr>
<tr>
<td>1 point</td>
<td>The response includes one partial explanation of how the Supreme Court’s decision in <em>Oregon v. Mitchell</em> clarifies the application of a basic principle of government.</td>
</tr>
<tr>
<td>0 points</td>
<td>The response does not meet the criteria required to earn one point. The response indicates inadequate or no understanding of the task and/or the idea or concept needed to answer the item. It may only repeat information given in the test item. The response may provide an incorrect solution/response and the provided supportive information may be totally irrelevant to the item, or possibly, no other information is shown. The student may have written on a different topic or written, “I don’t know.”</td>
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</table>
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Question 15

Sample Responses
Sample Response: 4 points

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

- Limited government
- Federalism
- Popular sovereignty.

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

Type your answer in the space provided.

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

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

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

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

- Limited government
- Federalism
- Popular sovereignty.

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

Type your answer in the space provided.

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

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

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

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

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

- Limited government
- Federalism
- Popular sovereignty.

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

Type your answer in the space provided.

Notes on Scoring

This response earns partial credit (3 points) because it provides a complete explanation of how the Supreme Court’s decision in Oregon v. Mitchell clarifies the application of limited government (“Limited Government is reflected in the majority opinion delivered by Justice Black because the rights not specifically listed in the constitution are given to the states asn the proposed Voting Rights Act Amendments of 1970 violate the tenth amendment. Justice Black explains in favor of states rights, ‘...the Constitution was also intended to preserve to the States the power that even the Colonies had to establish and maintain their own separate and independent governments.’”) and provides a partial explanation of popular sovereignty (“Popular Sovereignty is reflected in the majority opinion because the government is supposed to be run by the people, for the people; however, the proposed amendments were not in favor of the peopole in Oregon.”).
Sample Response: 2 points

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

- Limited government
- Federalism
- Popular sovereignty.

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

Type your answer in the space provided.

Notes on Scoring

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

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

- Limited government
- Federalism
- Popular sovereignty.

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

Type your answer in the space provided.

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

Federalism - The central government and the states have their own powers. The power is divided among each individual state and the governments' branches. Oregon didn't want to lower the voting age and they had the power to make this law even though Congress wanted all states to lower the age to 18.

Notes on Scoring

This response earns partial credit (2 points) because it provides a partial explanation of how the Supreme Court's decision in *Oregon v. Mitchell* clarifies the application of limited government ("Limited government - The government could not make Oregon lower the voting age. The states still had power in this situation and not lowering the voting age did not discriminate against a certain race. The government power was limited in this situation.") and a partial explanation of federalism ("Federalism - The central government and the states have their own powers...Oregon didn't want to lower the voting age and they had the power to make this law even though Congress wanted all states to lower the age to 18.").
Sample Response: 1 point

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

- Limited government
- Federalism
- Popular sovereignty.

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

Type your answer in the space provided.

Notes on Scoring

This response earns partial credit (1 point) because it provides a partial explanation of how the Supreme Court’s decision in Oregon v. Mitchell clarifies the application of limited government (“...the government is limited by showing that congress has no power to change the voting age in a state for State elections and therefore Oregon only has to allow 18 years olds to vote for national elections only. It also helps show Federalism by showing how one branch has checks and balances over another branch, such as how the Supreme Court is stating that Congress is going beyond its constitutional powers.”) but provides an incorrect explanation of federalism.
Sample Response: 1 point

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

- Limited government
- Federalism
- Popular sovereignty.

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

Type your answer in the space provided.

Notes on Scoring

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

The response does not attempt to explain a second basic principle of constitutional government.
Sample Response: 0 points

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

- Limited government
- Federalism
- Popular sovereignty.

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

Type your answer in the space provided.

Limited government - Makes sure that the government doesn’t have too much power.
Federalism - States have power and can make their own laws without the national government

Notes on Scoring

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

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

- Limited government
- Federalism
- Popular sovereignty.

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

Type your answer in the space provided.

Notes on Scoring

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