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Content Summary and Answer Key

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<th>Reporting Category</th>
<th>Content Statement</th>
<th>Depth of Knowledge</th>
<th>Answer Key</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Multiple Choice</td>
<td>Historic Documents</td>
<td>Four amendments have provided for extensions of suffrage to disenfranchised groups. (AG.11)</td>
<td>Level 2</td>
<td>D</td>
<td>1 point</td>
</tr>
<tr>
<td>4</td>
<td>Multiple Choice</td>
<td>Historic Documents</td>
<td>Five amendments have altered provisions for presidential election, terms and succession to address changing historical circumstances. (AG.12)</td>
<td>Level 1</td>
<td>A</td>
<td>1 point</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. (AG.6)</td>
<td>Level 3</td>
<td>C</td>
<td>1 point</td>
</tr>
<tr>
<td>7</td>
<td>Graphic Response</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. (AG.20)</td>
<td>Level 2</td>
<td>---</td>
<td>2 points</td>
</tr>
<tr>
<td>10</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. (AG.4)</td>
<td>Level 2</td>
<td>---</td>
<td>2 points</td>
</tr>
<tr>
<td>11</td>
<td>Multiple Choice</td>
<td>Historic Documents</td>
<td>Five amendments have altered provisions for presidential election, terms and succession to address changing historical circumstances. (AG.12)</td>
<td>Level 1</td>
<td>D</td>
<td>1 point</td>
</tr>
</tbody>
</table>

* The question number matches the item number in the Item Level Report in the Online Reporting System. The items are numbered sequentially in the practice site.
<table>
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<tr>
<th>Question No.*</th>
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<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Graphic Response</td>
<td>Historic Documents</td>
<td>The Reconstruction Era prompted Amendments 13 through 15 to address the aftermath of slavery and the Civil War. <em>(AG.9)</em></td>
<td>Level 2</td>
<td>---</td>
<td>2 points</td>
</tr>
<tr>
<td>18</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>(AG.23)</em></td>
<td>Level 2</td>
<td>---</td>
<td>1 point</td>
</tr>
<tr>
<td>20</td>
<td>Multi-Interaction</td>
<td>Principles and Structure</td>
<td>Issues can be analyzed through the critical use of information from public records, surveys, research data and policy positions of advocacy groups. <em>(AG.3)</em></td>
<td>Level 3</td>
<td>C; B</td>
<td>2 points</td>
</tr>
<tr>
<td>22</td>
<td>Multiple Choice</td>
<td>Historic Documents</td>
<td>The Bill of Rights was drafted in response to the national debate over the ratification of the Constitution of the United States. <em>(AG.8)</em></td>
<td>Level 2</td>
<td>D</td>
<td>1 point</td>
</tr>
<tr>
<td>23</td>
<td>Multiple Choice</td>
<td>Historic Documents</td>
<td>The Reconstruction Era prompted Amendments 13 through 15 to address the aftermath of slavery and the Civil War. <em>(AG.9)</em></td>
<td>Level 1</td>
<td>B</td>
<td>1 point</td>
</tr>
<tr>
<td>26</td>
<td>Multiple Choice</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>(AG.17)</em></td>
<td>Level 2</td>
<td>B</td>
<td>1 point</td>
</tr>
</tbody>
</table>

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<th>Answer Key</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>Multiple Choice</td>
<td>Ohio/Policy/Economy</td>
<td>The Federal Reserve System uses monetary tools to regulate the nation’s money supply and moderate the effects of expansion and contraction in the economy. <em>(AG.24)</em></td>
<td>Level 2</td>
<td>C</td>
<td>1 point</td>
</tr>
<tr>
<td>29</td>
<td>Graphic Response</td>
<td>Principles and Structure</td>
<td>Law and public policy are created and implemented by three branches of government; each functions with its own set of powers and responsibilities. <em>(AG.14)</em></td>
<td>Level 2</td>
<td>---</td>
<td>2 points</td>
</tr>
<tr>
<td>33</td>
<td>Graphic Response</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. <em>(AG.22)</em></td>
<td>Level 2</td>
<td>---</td>
<td>2 points</td>
</tr>
<tr>
<td>34</td>
<td>Table Item</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>(AG.15)</em></td>
<td>Level 2</td>
<td>---</td>
<td>2 points</td>
</tr>
<tr>
<td>35</td>
<td>Multiple Select</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>(AG.4)</em></td>
<td>Level 2</td>
<td>D, F</td>
<td>1 point</td>
</tr>
<tr>
<td>41</td>
<td>Graphic Response</td>
<td>Historic Documents</td>
<td>Amendments 16 through 19 responded to calls for reform during the Progressive Era. <em>(AG.10)</em></td>
<td>Level 2</td>
<td>---</td>
<td>2 points</td>
</tr>
</tbody>
</table>

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Depth of Knowledge (DOK)

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

Level 1 Recall of Information

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

Level 2 Basic Reasoning

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

Level 3 Complex Reasoning

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

Question 1

The 15th Amendment expanded African Americans’ ability to participate in the political process.

How did the 24th Amendment expand upon the 15th Amendment?

A. by granting African-American women the right to vote
B. by ensuring the election of an African American to each state’s legislature
C. by requiring states to create congressional districts specifically for African Americans
D. by removing an economic barrier that prevented many African Americans from voting

Points Possible: 1

Reporting Category: Historic Documents

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

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

Rationale for Option A: This is incorrect. Universal female suffrage was achieved through passage of the 19th Amendment, not the 24th Amendment.

Rationale for Option B: This is incorrect. The 24th Amendment outlawed the poll tax which kept African Americans from participating politically, but it did not provide that African Americans be elected to government positions.

Rationale for Option C: This is incorrect. The 24th Amendment did not require the creation of African-American congressional districts.

Rationale for Option D: Key – The 24th Amendment outlawed poll taxes, which served as an economic barrier which disenfranchised many African Americans.

Sample Response: 1 point

The 15th Amendment expanded African Americans’ ability to participate in the political process.

How did the 24th Amendment expand upon the 15th Amendment?

A by granting African-American women the right to vote
B by ensuring the election of an African American to each state’s legislature
C by requiring states to create congressional districts specifically for African Americans
D by removing an economic barrier that prevented many African Americans from voting
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Question 4

Question and Scoring Guidelines
Question 4

A flaw in the Electoral College became clear when conflict arose during the election of President Thomas Jefferson in 1800.

How did the 12th Amendment alter how the president and vice president are elected in the Electoral College?

A. Electors vote for a candidate for president and a candidate for vice president separately.
B. Electors must choose the candidates with the most popular votes for president and vice president.
C. Electors must vote for a candidate for president from one party and a candidate for vice president from the opposite party.
D. Electors choose two candidates for president; the one with the most votes becomes president and the other becomes vice president.

Points Possible: 1

Reporting Category: Historic Documents

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

Depth of Knowledge: Level 1 – Recall of Information

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

Rationale for Option A: Key – The 12th Amendment directed electors to cast two separate ballots: one for president, the other for vice president.

Rationale for Option B: This is incorrect. Popular vote was a part of the debate in 1800, thus creating conflict over how Jefferson was chosen over Burr, but it was not the central idea of the 12th Amendment.

Rationale for Option C: This is incorrect. The 12th Amendment does not require electors to vote for a president and vice president from opposing parties.

Rationale for Option D: This is incorrect. Electors choosing candidates based on popular votes was how the president and vice president were chosen before the ratification of the 12th Amendment.

Sample Response: 1 point

A flaw in the Electoral College became clear when conflict arose during the election of President Thomas Jefferson in 1800.

How did the 12th Amendment alter how the president and vice president are elected in the Electoral College?

- Electors vote for a candidate for president and a candidate for vice president separately.
- Electors must choose the candidates with the most popular votes for president and vice president.
- Electors must vote for a candidate for president from one party and a candidate for vice president from the opposite party.
- Electors choose two candidates for president; the one with the most votes becomes president and the other becomes vice president.
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Question 5

Question and Scoring Guidelines
Question 5

The Necessary and Proper Clause of the U.S. Constitution is shown.

The Congress shall have Power ... To make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States, or in any Department or Officer thereof.

Why did Federalists want to include this clause in the Constitution?

A to protect the individual liberties of all citizens
B to provide a guarantee of sovereignty to individual states
C to allow the national government to efficiently run the country
D to give citizens more opportunities to select government officials

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. (AG.6)

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

Rationale for Option A: This is incorrect. The Necessary and Proper Clause does not provide any guarantees of individual liberties.

Rationale for Option B: This is incorrect. The Necessary and Proper Clause asserted powers of the national government. It arguably lessened the sovereignty of individual states.

Rationale for Option C: **Key** – Federalists wanted the Necessary and Proper Clause included in the Constitution so that the affairs of the country could be efficiently administered by the national government. Federalists felt that this clause would help to fix flaws related to governance under the Articles of Confederation.

Rationale for Option D: This is incorrect. The Necessary and Proper Clause is unrelated to citizen participation in government.

Sample Response: 1 point

The Necessary and Proper Clause of the U.S. Constitution is shown.

The Congress shall have Power ... To make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States, or in any Department or Officer thereof.

Why did Federalists want to include this clause in the Constitution?

A  to protect the individual liberties of all citizens
B  to provide a guarantee of sovereignty to individual states
●  to allow the national government to efficiently run the country
D  to give citizens more opportunities to select government officials
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Question 7

Question and Scoring Guidelines
Question 7

Citizens of Ohio have a variety of options available to them for participation in state and local government.

Move each opportunity for participation into the "State Government" or "Local Government" section of the chart.

<table>
<thead>
<tr>
<th>Opportunities</th>
<th>State Government</th>
<th>Local Government</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend city and/or township trustee meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Serve in the National Guard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organize a neighborhood watch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vote for governor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Points Possible: 2

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. (AG.20)

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

Rubric:
For this item, a full-credit response includes:

- "Serve in the National Guard" in the State Government section;
  AND
- "Vote for governor" in the State Government section;
  AND
- "Organize a neighborhood watch" in the Local Government section;
  AND
- "Attend city and/or township trustee meetings" in the Local Government section (2 points).

For this item, a partial-credit response includes:

- three opportunities for participation in the correct sections of the chart (1 point).
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Spring 2019 Item Release
Question 7
Sample Responses
Sample Response: 2 points

Citizens of Ohio have a variety of options available to them for participation in state and local government.

Move each opportunity for participation into the “State Government” or “Local Government” section of the chart.

<table>
<thead>
<tr>
<th>State Government</th>
<th>Local Government</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serve in the National Guard</td>
<td>Organize a neighborhood watch</td>
</tr>
<tr>
<td>Vote for governor</td>
<td>Attend city and/or township trustee meetings</td>
</tr>
</tbody>
</table>

Notes on Scoring

This response earns full credit (2 points) because it correctly places four opportunities for participation in the correct sections of the chart.
Sample Response: 1 point

Citizens of Ohio have a variety of options available to them for participation in state and local government.

Move each opportunity for participation into the “State Government” or “Local Government” section of the chart.

Notes on Scoring

This response earns partial credit (1 point) because it correctly places three opportunities for participation in the correct sections of the chart (“Serve in the National Guard” and “Vote for governor” in the State Government section; and “Attend city and/or township trustee meetings” in the Local Government section).
Sample Response: 1 point

Citizens of Ohio have a variety of options available to them for participation in state and local government.

Move each opportunity for participation into the “State Government” or “Local Government” section of the chart.

Notes on Scoring

This response earns partial credit (1 point) because it correctly places three opportunities for participation in the correct sections of the chart (“Serve in the National Guard” in the State Government section; and “Attend city and/or township trustee meetings” and “Organize a neighborhood watch” in the Local Government section).
Sample Response: 0 points

Citizens of Ohio have a variety of options available to them for participation in state and local government.

Move each opportunity for participation into the “State Government” or “Local Government” section of the chart.

<table>
<thead>
<tr>
<th>State Government</th>
<th>Local Government</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serve in the National Guard</td>
<td>Attend city and/or township trustee meetings</td>
</tr>
<tr>
<td>Organize a neighborhood watch</td>
<td>Vote for governor</td>
</tr>
</tbody>
</table>

Notes on Scoring

This response earns no credit (0 points) because it correctly places only two opportunities for participation in the correct sections of the chart (“Serve in the National Guard” in the State Government section and “Attend city and/or township trustee meetings” in the Local Government section).
Sample Response: 0 points

Citizens of Ohio have a variety of options available to them for participation in state and local government.

Move each opportunity for participation into the “State Government” or “Local Government” section of the chart.

Notes on Scoring

This response earns no credit (0 points) because it correctly places only two opportunities for participation in the correct sections of the chart (“Vote for governor” and “Serve in the National Guard” in the State Government section).
Government officials use various tactics, including persuasion, compromise, consensus building, and negotiation, to resolve differences.

Identify the sentences in this description that could be categorized as consensus building.

Click on the two sentences you wish to select.

Two groups proposed different tax plans. Group A suggested abolishing the state income tax and implementing a higher state-regulated sales tax. Group B, on the other hand, advocated a lower state income tax and a higher property tax. To rally support among both group A and group B supporters, group A representatives conducted town hall meetings. In addition, group A ran an extensive grassroots campaign to encourage widespread support from across the state. Meanwhile, group B representatives surveyed various state officials about their tax plan preferences.

**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. (AG.4)

**Depth of Knowledge:** Level 2 – Basic Reasoning

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

Rubric:

For this item, a full-credit response includes:

- selection of “To rally support among both group A and group B supporters...”
  AND
- selection of “In addition, group A ran an extensive...” (2 points).

For this item, a partial-credit response includes:

- selection of at least one correct response as designated in the full-credit response rubric (1 point).
Sample Response: 2 points

Government officials use various tactics, including persuasion, compromise, consensus building, and negotiation, to resolve differences.

Identify the sentences in this description that could be categorized as consensus building.

Click on the two sentences you wish to select.

Two groups proposed different tax plans. Group A suggested abolishing the state income tax and implementing a higher state-regulated sales tax. Group B, on the other hand, advocated a lower state income tax and a higher property tax. To rally support among both group A and group B supporters, group A representatives conducted town hall meetings. In addition, group A ran an extensive grassroots campaign to encourage widespread support from across the state. Meanwhile, group B representatives surveyed various state officials about their tax plan preferences.

Notes on Scoring

This response earns full credit (2 points) because it correctly identifies two selections in the description that could be categorized as consensus building.
Sample Response: 1 point

Government officials use various tactics, including persuasion, compromise, consensus building, and negotiation, to resolve differences.

Identify the sentences in this description that could be categorized as consensus building.

Click on the two sentences you wish to select.

Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies one selection in the description that could be categorized as consensus building ("In addition, group A ran an extensive ...".).
Sample Response: 1 point

Government officials use various tactics, including persuasion, compromise, consensus building, and negotiation, to resolve differences.

Identify the sentences in this description that could be categorized as consensus building.

Click on the two sentences you wish to select.

Two groups proposed different tax plans. Group A suggested abolishing the state income tax and implementing a higher state-regulated sales tax. Group B, on the other hand, advocated a lower state income tax and a higher property tax. To rally support among both group A and group B supporters, group A representatives conducted town hall meetings. In addition, group A ran an extensive grassroots campaign to encourage widespread support from across the state. Meanwhile, group B representatives surveyed various state officials about their tax plan preferences.

Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies one selection in the description that could be categorized as consensus building (“To rally support among both group A and group B supporters...”).
Sample Response: 0 points

Government officials use various tactics, including persuasion, compromise, consensus building, and negotiation, to resolve differences.

Identify the sentences in this description that could be categorized as consensus building.

Click on the two sentences you wish to select.

Notes on Scoring

This response earns no credit (0 points) because it does not correctly identify the selections in the description that could be categorized as consensus building.
Sample Response: 0 points

Government officials use various tactics, including persuasion, compromise, consensus building, and negotiation, to resolve differences.

Identify the sentences in this description that could be categorized as consensus building.

Click on the two sentences you wish to select.

Notes on Scoring

This response earns no credit (0 points) because it does not correctly identify the selections in the description that could be categorized as consensus building.
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Question 11

Question and Scoring Guidelines
Question 11

Which circumstance prompted the adoption of the 23rd Amendment?

A  a tie in the presidential election of 1800
B  difficulties enforcing the ban on alcohol
C  President Lyndon B. Johnson’s poor health
D  the growing population of Washington, D.C.

Points Possible: 1

Reporting Category: Historic Documents

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

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

Rationale for Option A: This is incorrect. A tie in the presidential election of 1800 prompted the adoption of the 12th Amendment, not the 23rd Amendment.

Rationale for Option B: This is incorrect. Difficulties enforcing Prohibition prompted the adoption of the 21st Amendment, not the 23rd Amendment.

Rationale for Option C: This is incorrect. President Lyndon Johnson's poor health prompted the adoption of the 25th Amendment, not the 23rd Amendment.

Rationale for Option D: Key – The growing population of Washington, D.C. prompted the adoption of the 23rd Amendment which provided electors for the District of Columbia in presidential elections.

Sample Response: 1 point

Which circumstance prompted the adoption of the 23rd Amendment?

A. a tie in the presidential election of 1800
B. difficulties enforcing the ban on alcohol
C. President Lyndon B. Johnson’s poor health
D. the growing population of Washington, D.C.
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Question 16

Question and Scoring Guidelines
Question 16

The 13th, 14th and 15th Amendments addressed issues in the United States after the Civil War by enacting a series of changes in society.

Identify the issue that each excerpt addresses and the amendment that enacted that change in society.

A. Move the issue related to each excerpt into the appropriate Issues box.

B. Move the amendment related to each excerpt and issue into the appropriate Amendments box.

- You do not need to use all the amendments and issues.

Points Possible: 2

Reporting Category: Historic Documents

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

Depth of Knowledge: Level 2 – Basic Reasoning

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

Rubric:
For this item, a full-credit response includes:

- “How to define U.S. citizens?” at Issues for the top Amendment excerpt;
  AND
- “14th Amendment” at Amendments for the top Amendment excerpt;
  AND
- “Who is entitled to suffrage?” at Issues for the bottom Amendment excerpt;
  AND
- “15th Amendment” at Amendments for the bottom Amendment excerpt (2 points).

For this item, a partial-credit response includes:

- two or three objects placed in the correct blank box (1 point).
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Question 16

Sample Responses
Sample Response: 2 points

The 13th, 14th and 15th Amendments addressed issues in the United States after the Civil War by enacting a series of changes in society.

Identify the issue that each excerpt addresses and the amendment that enacted that change in society.

A. Move the issue related to each excerpt into the appropriate Issues box.

B. Move the amendment related to each excerpt and issue into the appropriate Amendments box.

- You do not need to use all the amendments and issues.

Notes on Scoring

This response earns full credit (2 points) because it correctly places the issues related to each excerpt into the appropriate Issues box and the amendment related to each excerpt and issue into the appropriate Amendments box.
Sample Response: 1 point

The 13th, 14th and 15th Amendments addressed issues in the United States after the Civil War by enacting a series of changes in society.

Identify the issue that each excerpt addresses and the amendment that enacted that change in society.

A. Move the issue related to each excerpt into the appropriate Issues box.

B. Move the amendment related to each excerpt and issue into the appropriate Amendments box.

- You do not need to use all the amendments and issues.

Notes on Scoring

This response earns partial credit (1 point) because it correctly places one issue related to an Amendment Excerpt (“How to define U.S. citizens?” at Issues for the top Amendment excerpt) and correctly places the amendment in the top Amendment box (“14th Amendment” at Amendments for the top Amendment excerpt).
Sample Response: 1 point

The 13th, 14th and 15th Amendments addressed issues in the United States after the Civil War by enacting a series of changes in society.

Identify the issue that each excerpt addresses and the amendment that enacted that change in society.

A. Move the issue related to each excerpt into the appropriate Issues box.

B. Move the amendment related to each excerpt and issue into the appropriate Amendments box.

• You do not need to use all the amendments and issues.

Notes on Scoring

This response earns partial credit (1 point) because it correctly places two issues related to an Amendment Excerpt (“How to define U.S. citizens?” at Issues for the top Amendment excerpt, and “Who is entitled to suffrage?” at Issues for the bottom Amendment excerpt).
Sample Response: 0 points

The 13th, 14th and 15th Amendments addressed issues in the United States after the Civil War by enacting a series of changes in society.

Identify the issue that each excerpt addresses and the amendment that enacted that change in society.

A. Move the issue related to each excerpt into the appropriate Issues box.

B. Move the amendment related to each excerpt and issue into the appropriate Amendments box.

- You do not need to use all the amendments and issues.

Notes on Scoring

This response earns no credit (0 points) because it places the incorrect issues related to the Amendment Excerpts and places the incorrect amendments in the Amendment boxes.
Sample Response: 0 points

The 13th, 14th and 15th Amendments addressed issues in the United States after the Civil War by enacting a series of changes in society.

Identify the issue that each excerpt addresses and the amendment that enacted that change in society.

A. Move the issue related to each excerpt into the appropriate Issues box.

B. Move the amendment related to each excerpt and issue into the appropriate Amendments box.

• You do not need to use all the amendments and issues.

Notes on Scoring

This response earns no credit (0 points) because it places the incorrect issues related to the Amendment Excerpts and places the incorrect amendments in the Amendment boxes.
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Question 18

Question and Scoring Guidelines
Question 18

The federal government uses different fiscal policies to alter the rate of economic growth and promote economic stability.

A. Click on one of the two fiscal policies shown: expansionary or contractionary.

B. Click on the way the federal government achieves the policy you selected in relation to government spending.

C. Then click on the way the federal government achieves the policy you selected in relation to taxes.

Points Possible: 1

Reporting Category: Ohio/Policy/Economy

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

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

Rubric:
For this item, a full-credit response includes:

- “expansionary” selected AND “increased” for Government Spending AND “decreased” for Taxes (1 point);
  
  OR

- “contractionary” selected AND “decreased” for Government Spending AND “increased” for Taxes (1 point).
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Question 18

Sample Responses
Sample Response: 1 point

The federal government uses different fiscal policies to alter the rate of economic growth and promote economic stability.

A. Click on one of the two fiscal policies shown: expansionary or contractionary.

B. Click on the way the federal government achieves the policy you selected in relation to government spending.

C. Then click on the way the federal government achieves the policy you selected in relation to taxes.

• There may be more than one correct answer.

Notes on Scoring

This response earns full credit (1 point) because it correctly selects the way the government achieves expansionary policy in relation to Government Spending ("increased") and Taxes ("decreased").
Sample Response: 1 point

The federal government uses different fiscal policies to alter the rate of economic growth and promote economic stability.

A. Click on one of the two fiscal policies shown: expansionary or contractionary.

B. Click on the way the federal government achieves the policy you selected in relation to government spending.

C. Then click on the way the federal government achieves the policy you selected in relation to taxes.

- There may be more than one correct answer.

Notes on Scoring

This response earns full credit (1 point) because it correctly selects the way the government achieves contractionary policy in relation to Government Spending ("decreased") and Taxes ("increased").
Sample Response: 0 points

The federal government uses different fiscal policies to alter the rate of economic growth and promote economic stability.

A. Click on one of the two fiscal policies shown: expansionary or contractionary.

B. Click on the way the federal government achieves the policy you selected in relation to government spending.

C. Then click on the way the federal government achieves the policy you selected in relation to taxes.

- There may be more than one correct answer.

Notes on Scoring

This response earns no credit (0 points) because it incorrectly selects the way government achieves expansionary policy in relation to Government Spending ("decreased") and Taxes ("increased").
Sample Response: 0 points

The federal government uses different fiscal policies to alter the rate of economic growth and promote economic stability.

A. Click on one of the two fiscal policies shown: expansionary or contractionary.

B. Click on the way the federal government achieves the policy you selected in relation to government spending.

C. Then click on the way the federal government achieves the policy you selected in relation to taxes.

• There may be more than one correct answer.

Notes on Scoring

This response earns no credit (0 points) because it incorrectly selects the way government achieves contractionary policy in relation to Government Spending (“increased”) though it correctly selects Taxes (“increased”).
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Question 20

Question and Scoring Guidelines
Question 20

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

Part A

An excerpt from an editorial addressed to President Lincoln is shown.

Horace Greeley. Editor, "The Prayer of Twenty Millions."  
New York Tribune, August 20, 1862

To ABRAHAM LINCOLN.  
President of the United States ...

VII. Let me call your attention to the recent tragedy in New Orleans, whereof the facts are obtained entirely through Pro-Slavery channels. A considerable body of resolute, able-bodied men, held in Slavery by two Rebel sugar-planters in defiance of the Confiscation Act which you have approved, left plantations ... made their way safely and quietly through thirty miles of Rebel territory, expecting to find freedom under the protection of our flag. ... [T]hey reasoned logically that we could not [turn them away] for deserting the service of their lifelong oppressors, who had through treason become our implacable enemies. They came to us for liberty and protection, for which they were willing to render their best service: they were met with hostility, captivity, and [worse]. ... They were set upon and maimed, captured and [harmed], because they sought the benefit of that act of Congress which they may not specifically have heard of. ... They sought their liberty in strict accordance with the law of the land. ...

IX. I close as I began with the statement that what an immense majority of the Loyal Millions of your countrymen require of you is a frank, declared, unqualified, ungrudging execution of the laws of the land, more especially of the Confiscation Act. That Act gives freedom to the slaves of Rebels coming within our lines, or whom those lines may at any time inclose—we ask you to render it due obedience by publicly requiring all your subordinates to recognize and obey it. ... We must have scouts, guides, spies, cooks, teamsters, diggers and choppers from the Blacks of the South, whether we allow them to fight for us or not, or we shall be baffled and repelled.

What is the perspective of the author?

A. Slaves should be sent back to plantations to avoid further Southern rebellion.

B. Union officers have done a good job of addressing the issue of runaway slaves.

C. The rule of law has been ignored, so the President must act to ensure it is fully observed.

D. Slavery is a Southern issue, so it should be left to Southern state governments to handle.
## Points Possible: 2

**Reporting Category:** Principles and Structure

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

**Depth of Knowledge:** Level 3 – Complex Reasoning

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

Part A

Rationale for Option A: This is incorrect. The author does not believe slaves should be returned to captivity under plantation owners. The author states his displeasure over the incident that occurred in New Orleans, where escaped slaves were captured and harmed or returned to enslavement.

Rationale for Option B: This is incorrect. The author does not believe Union military officers handled the issue of runaway slaves well. The author states the Union armies continue to repel escaping slaves, when they should be inviting their approach when they risked their lives to escape their southern captivity.

Rationale for Option C: Key – The author believes the Union armies have ignored the dictates of the President, as well as the recent law defined in the Confiscation Act. He states the view that the President needs to take a frank and ungrudging position to see that the law is executed as he deems necessary.

Rationale for Option D: This is incorrect. The author does not believe slavery is a Southern issue that should be dealt with by Southern governments. The author states that the slaves approaching the Union armies should be accepted by officials and allowed into the Union territories to provide intelligence to the Union cause. This belief is an encouragement of Union/northern involvement.

Part B

Rationale for Option A: This is incorrect. The publication date of the editorial does not provide support or agreement with his perspective.

Rationale for Option B: Key – The author cites evidence of a historical event to give credibility and support to his claim that the laws of the land have been ignored and the President must take notice and act swiftly.

Rationale for Option C: This is incorrect. The author does not cite his educational background to support his perspective.

Rationale for Option D: This is incorrect. The author cites pro-slavery sources but only for factual information; they do not agree with his perspective.
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Question 20

Sample Responses
Sample Response: 2 points

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

Part A

An excerpt from an editorial addressed to President Lincoln is shown.

Horace Greeley, Editor, "The Prayer of Twenty Millions.”
New York Tribune, August 20, 1862

To ABRAHAM LINCOLN.
President of the United States ...

VII. Let me call your attention to the recent tragedy in New Orleans, whereof the facts are obtained entirely through Pro-Slavery channels. A considerable body of resolute, able-bodied men, held in Slavery by two Rebel sugar-planters in defiance of the Confiscation Act which you have approved, left plantations ... made their way safely and quietly through thirty miles of Rebel territory, expecting to find freedom under the protection of our flag. ... [T]hey reasoned logically that we could not [turn them away] for deserting the service of their lifelong oppressors, who had through treason become our implacable enemies. They came to us for liberty and protection, for which they were willing to render their best service: they were met with hostility, captivity, and [worse]. ... They were set upon and maimed, captured and [harmed], because they sought the benefit of that act of Congress which they may not specifically have heard of. ... They sought their liberty in strict accordance with the law of the land. ...

IX. I close as I began with the statement that what an immense majority of the Loyal Millions of your countrymen require of you is a frank, declared, unqualified, ungrudging execution of the laws of the land, more especially of the Confiscation Act. That Act gives freedom to the slaves of Rebels coming within our lines, or whom those lines may at any time inclose—we ask you to render it due obedience by publicly requiring all your subordinates to recognize and obey it. ... We must have scouts, guides, spies, cooks, teamsters, diggers and choppers from the Blacks of the South, whether we allow them to fight for us or not, or we shall be baffled and repelled.

What is the perspective of the author?

A. Slaves should be sent back to plantations to avoid further Southern rebellion.
B. Union officers have done a good job of addressing the issue of runaway slaves.
C. The rule of law has been ignored, so the President must act to ensure it is fully observed.
D. Slavery is a Southern issue, so it should be left to Southern state governments to handle.
Notes on Scoring

This response earns full credit (2 points) because it correctly selects option C in Part A and option B in Part B.
The following question has two parts. First, answer part A. Then, answer part B.

**Part A**

An excerpt from an editorial addressed to President Lincoln is shown.

Horace Greeley, Editor, "The Prayer of Twenty Millions."
New York Tribune, August 20, 1862

To ABRAHAM LINCOLN.
President of the United States ...

VII. Let me call your attention to the recent tragedy in New Orleans, whereof the facts are obtained entirely through Pro-Slavery channels. A considerable body of resolute, able-bodied men, held in Slavery by two Rebel sugar-planters in defiance of the Confiscation Act which you have approved, left plantations ... made their way safely and quietly through thirty miles of Rebel territory, expecting to find freedom under the protection of our flag. ... [T]hey reasoned logically that we could not [turn them away] for deserting the service of their lifelong oppressors, who had through treason become our implacable enemies. They came to us for liberty and protection, for which they were willing to render their best service: they were met with hostility, captivity, and [worse]. ... They were set upon and maimed, captured and [harmed], because they sought the benefit of that act of Congress which they may not specifically have heard of. ... They sought their liberty in strict accordance with the law of the land. ...

IX. I close as I began with the statement that what an immense majority of the Loyal Millions of your countrymen require of you is a frank, declared, unqualified, ungrudging execution of the laws of the land, more especially of the Confiscation Act. That Act gives freedom to the slaves of Rebels coming within our lines, or whom those lines may at any time inclose—we ask you to render it due obedience by publicly requiring all your subordinates to recognize and obey it. ... We must have scouts, guides, spies, cooks, teamsters, diggers and choppers from the Blacks of the South, whether we allow them to fight for us or not, or we shall be baffled and repelled.

What is the perspective of the author?

- Slaves should be sent back to plantations to avoid further Southern rebellion.
- Union officers have done a good job of addressing the issue of runaway slaves.
- The rule of law has been ignored, so the President must act to ensure it is fully observed.
- Slavery is a Southern issue, so it should be left to Southern state governments to handle.
Notes on Scoring
This response earns partial credit (1 point) because it correctly selects option C in Part A but incorrectly selects option A in Part B.
Sample Response: 1 point

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

Part A

An excerpt from an editorial addressed to President Lincoln is shown.

Horace Greeley. Editor, “The Prayer of Twenty Millions.”
New York Tribune, August 20, 1862

To ABRAHAM LINCOLN.
President of the United States ...

VII. Let me call your attention to the recent tragedy in New Orleans, whereof
the facts are obtained entirely through Pro-Slavery channels. A considerable
body of resolute, able-bodied men, held in Slavery by two Rebel sugar-planters
in defiance of the Confiscation Act which you have approved, left plantations ...
made their way safely and quietly through thirty miles of Rebel territory,
expecting to find freedom under the protection of our flag. ... [T]hey reasoned
logically that we could not [turn them away] for deserting the service of their
lifelong oppressors, who had through treason become our implacable enemies.
They came to us for liberty and protection, for which they were willing to
render their best service: they were met with hostility, captivity, and [worse].
... They were set upon and maimed, captured and [harmed], because they
sought the benefit of that act of Congress which they may not specifically have
heard of. ... They sought their liberty in strict accordance with the law of the
land. ...

IX. I close as I began with the statement that what an immense majority of
the Loyal Millions of your countrymen require of you is a frank, declared,
unqualified, ungrudging execution of the laws of the land, more especially of
the Confiscation Act. That Act gives freedom to the slaves of Rebels coming
within our lines, or whom those lines may at any time inclose—we ask you to
render it due obedience by publicly requiring all your subordinates to recognize
and obey it. ... We must have scouts, guides, spies, cooks, teamsters, diggers
and choppers from the Blacks of the South, whether we allow them to fight for
us or not, or we shall be baffled and repelled.

What is the perspective of the author?

A  Slaves should be sent back to plantations to avoid further Southern rebellion.
B  Union officers have done a good job of addressing the issue of runaway slaves.
C  The rule of law has been ignored, so the President must act to ensure it is fully observed.
D  Slavery is a Southern issue, so it should be left to Southern state governments to handle.
Part B
Which factor provides credibility to the perspective you identified in Part A?

A) the publication date of the editorial
B) use of detailed supporting evidence
C) the author’s educational background
D) agreement of additional sources cited by the author

Notes on Scoring
This response earns partial credit (1 point) because it correctly selects option C in Part A but incorrectly selects option D in Part B.
Sample Response: 0 points

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

**Part A**

An excerpt from an editorial addressed to President Lincoln is shown.

Horace Greeley, Editor, "The Prayer of Twenty Millions."
New York Tribune, August 20, 1862

To ABRAHAM LINCOLN.
President of the United States ...

VII. Let me call your attention to the recent tragedy in New Orleans, whereof the facts are obtained entirely through Pro-Slavery channels. A considerable body of resolute, able-bodied men, held in Slavery by two Rebel sugar-planter in defiance of the Confiscation Act which you have approved, left plantations ... made their way safely and quietly through thirty miles of Rebel territory, expecting to find freedom under the protection of our flag. ... [T]hey reasoned logically that we could not [turn them away] for deserting the service of their lifelong oppressors, who had through treason become our implacable enemies. They came to us for liberty and protection, for which they were willing to render their best service: they were met with hostility, captivity, and [worse]. ... They were set upon and maimed, captured and [harmed], because they sought the benefit of that act of Congress which they may not specifically have heard of. ... They sought their liberty in strict accordance with the law of the land. ...

IX. I close as I began with the statement that what an immense majority of the Loyal Millions of your countrymen require of you is a frank, declared, unqualified, ungrudging execution of the laws of the land, more especially of the Confiscation Act. That Act gives freedom to the slaves of Rebels coming within our lines, or whom those lines may at any time inclose—we ask you to render it due obedience by publicly requiring all your subordinates to recognize and obey it. ... We must have scouts, guides, spies, cooks, teamsters, diggers and choppers from the Blacks of the South, whether we allow them to fight for us or not, or we shall be baffled and repelled.

What is the perspective of the author?

A. Slaves should be sent back to plantations to avoid further Southern rebellion.

B. Union officers have done a good job of addressing the issue of runaway slaves.

C. The rule of law has been ignored, so the President must act to ensure it is fully observed.

D. Slavery is a Southern issue, so it should be left to Southern state governments to handle.
Part B

Which factor provides credibility to the perspective you identified in Part A?

- the publication date of the editorial
- use of detailed supporting evidence
- the author’s educational background
- agreement of additional sources cited by the author

Notes on Scoring

This response earns no credit (0 points) because it incorrectly selects option D in Part A.
Sample Response: 0 points

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

**Part A**

An excerpt from an editorial addressed to President Lincoln is shown.

*New York Tribune,* August 20, 1862

To ABRAHAM LINCOLN.
President of the United States ...

VII. Let me call your attention to the recent tragedy in New Orleans, whereof the facts are obtained entirely through Pro-Slavery channels. A considerable body of resolute, able-bodied men, held in Slavery by two Rebel sugar-planters in defiance of the Confiscation Act which you have approved, left plantations ... made their way safely and quietly through thirty miles of Rebel territory, expecting to find freedom under the protection of our flag. ... [T]hey reasoned logically that we could not [turn them away] for deserting the service of their lifelong oppressors, who had through treason become our implacable enemies. They came to us for liberty and protection, for which they were willing to render their best service: they were met with hostility, captivity, and [worse]. ... They were set upon and maimed, captured and [harmed], because they sought the benefit of that act of Congress which they may not specifically have heard of. ... They sought their liberty in strict accordance with the law of the land. ...

IX. I close as I began with the statement that what an immense majority of the Loyal Millions of your countrymen require of you is a frank, declared, unqualified, ungrudging execution of the laws of the land, more especially of the Confiscation Act. That Act gives freedom to the slaves of Rebels coming within our lines, or whom those lines may at any time inclose—we ask you to render it due obedience by publicly requiring all your subordinates to recognize and obey it. ... We must have scouts, guides, spies, cooks, teamsters, diggers and choppers from the Blacks of the South, whether we allow them to fight for us or not, or we shall be baffled and repelled.

What is the perspective of the author?

- Slaves should be sent back to plantations to avoid further Southern rebellion.
- Union officers have done a good job of addressing the issue of runaway slaves.
- The rule of law has been ignored, so the President must act to ensure it is fully observed.
- Slavery is a Southern issue, so it should be left to Southern state governments to handle.
Part B
Which factor provides credibility to the perspective you identified in Part A?

A) the publication date of the editorial
B) use of detailed supporting evidence
C) the author’s educational background
D) agreement of additional sources cited by the author

Notes on Scoring
This response earns no credit (0 points) because it incorrectly selects option A in Part A.
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Question 22

Question and Scoring Guidelines
Question 22

Which statement summarizes the original Federalist position on the Bill of Rights?

A. Additional amendments were needed, given the Constitution’s lack of individual protections.

B. Adopting the Bill of Rights was too risky because it might threaten ratification of the Constitution.

C. The Bill of Rights should be adopted because national sovereignty should always come before states’ rights.

D. No amendments were needed, as the Constitution already had protections against excessive government power.

Points Possible: 1

Reporting Category: Historic Documents

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

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

Rationale for Option A: This is incorrect. This statement does not describe the Federalist point of view.

Rationale for Option B: This is incorrect. This statement does not describe the Federalist point of view.

Rationale for Option C: This is incorrect. The logical premise of this statement is not sound. The Bill of Rights concerned individual rights, not state’s rights.

Rationale for Option D: Key – Federalists believed the Constitution did not require any alteration in order to guarantee protections against too much federal power—the main Anti-Federalist concern.

Sample Response: 1 point

Which statement summarizes the original Federalist position on the Bill of Rights?

A. Additional amendments were needed, given the Constitution’s lack of individual protections.
B. Adopting the Bill of Rights was too risky because it might threaten ratification of the Constitution.
C. The Bill of Rights should be adopted because national sovereignty should always come before states’ rights.
D. No amendments were needed, as the Constitution already had protections against excessive government power.
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Question 23

Question and Scoring Guidelines
Question 23

The 13th Amendment to the Constitution was ratified in 1865.

What was the primary purpose of this amendment?

A  to establish the definition of U.S. citizenship
B  to abolish slavery and involuntary servitude
C  to establish the right to vote for former slaves
D  to prevent former Confederate officers from holding office

Points Possible: 1

Reporting Category: Historic Documents

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

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

Rationale for Option A: This is incorrect. It was the citizenship clause of the 14th Amendment that established the definition of U.S. citizenship, not the 13th.

Rationale for Option B: Key – The purpose of the 13th Amendment was to make slavery and involuntary servitude illegal in the United States.

Rationale for Option C: This is incorrect. It was the 15th Amendment that established that no one could be denied the right to vote based on “race, color, or previous condition of servitude,” not the 13th.

Rationale for Option D: This is incorrect. It was the 14th Amendment that barred former officials of the Confederacy from holding state or federal office unless they were officially pardoned by Congress, not the 13th.

Sample Response: 1 point

The 13th Amendment to the Constitution was ratified in 1865.

What was the primary purpose of this amendment?

A. to establish the definition of U.S. citizenship
B. to abolish slavery and involuntary servitude
C. to establish the right to vote for former slaves
D. to prevent former Confederate officers from holding office
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Question 26

Question and Scoring Guidelines
Question 26

Following the Supreme Court’s decision in Brown v. Board of Education, African-American students began applying to colleges and universities that had previously been segregated. In 1963, the governor of Alabama, George Wallace, tried to physically stop three African-American students from registering at the University of Alabama. President Kennedy ordered the Alabama National Guard to force Wallace to move aside and allow the students to register.

Why did President Kennedy take this action?

A. The state judicial branch refused to comply with an executive order.
B. The state executive branch refused to comply with a federal court ruling.
C. The federal judicial branch refused to comply with a ruling by the state judicial branch.
D. The federal legislative branch refused to comply with a state executive branch decision.

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. (AG.17)

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

Rationale for Option A: This is incorrect. This case involved the executive branch of the state of Alabama not complying with a federal judicial ruling.

Rationale for Option B: Key – The governor of Alabama refused to comply with the Supreme Court’s Brown v. Board of Education ruling, forcing the president to step in to enforce the ruling.

Rationale for Option C: This is incorrect. The federal judicial branch is not bound to comply with rulings by state courts.

Rationale for Option D: This is incorrect. The federal legislative branch was not involved in this situation.

Sample Response: 1 point

Following the Supreme Court’s decision in Brown v. Board of Education, African-American students began applying to colleges and universities that had previously been segregated. In 1963, the governor of Alabama, George Wallace, tried to physically stop three African-American students from registering at the University of Alabama. President Kennedy ordered the Alabama National Guard to force Wallace to move aside and allow the students to register.

Why did President Kennedy take this action?

A The state judicial branch refused to comply with an executive order.

B The state executive branch refused to comply with a federal court ruling.

C The federal judicial branch refused to comply with a ruling by the state judicial branch.

D The federal legislative branch refused to comply with a state executive branch decision.
The Federal Reserve purchases and sells government securities, adjusts the reserve requirement, and adjusts the discount rate to produce certain economic outcomes.

What is one outcome the Federal Reserve might want to produce when purchasing government securities?

A. increasing interest rates
B. reducing the money supply
C. fostering economic expansion
D. fostering economic contraction

Points Possible: 1

Reporting Category: Ohio/Policy/Economy

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

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

Rationale for Option A: This is incorrect. Purchasing government securities would lower interest rates, not increase them.

Rationale for Option B: This is incorrect. Purchasing government securities serves to increase the money supply, not reduce it.

Rationale for Option C: Key – Purchasing government securities would foster economic expansion.

Rationale for Option D: This is incorrect. Purchasing government securities would serve to foster economic expansion, not economic contraction.

Sample Response: 1 point

The Federal Reserve purchases and sells government securities, adjusts the reserve requirement, and adjusts the discount rate to produce certain economic outcomes.

What is one outcome the Federal Reserve might want to produce when purchasing government securities?

A. Increasing interest rates
B. Reducing the money supply
C. Fostering economic expansion
D. Fostering economic contraction
Question 29

Separation of powers is a defining principle of the U.S. government.

Identify some of the powers reserved for the judicial branch of the U.S. government.

Move labels representing judicial powers into each of the blank boxes in the chart.

- You do not need to use all the labels.

Points Possible: 2

Reporting Category: Principles and Structure

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

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

Rubric:
For this item, a full-credit response includes:

- "Establish judicial procedures" into the chart;
  AND
- "Interpret laws" into the chart;
  AND
- "Sentence offenders" into the chart (2 points).

For this item, a partial-credit response includes:

- at least two correct responses as designated in the full-credit response rubric;
  OR
- all three correct answers plus one wrong answer in the boxes (1 point).
American Government
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Question 29

Sample Responses
Sample Response: 2 points

Separation of powers is a defining principle of the U.S. government.

Identify some of the powers reserved for the judicial branch of the U.S. government.

Move labels representing judicial powers into each of the blank boxes in the chart.

- You do not need to use all the labels.

Notes on Scoring

This response earns full credit (2 points) because it correctly places the labels in the boxes under “Powers of the Judicial Branch”.

Sample Response: 1 point

Separation of powers is a defining principle of the U.S. government.

Identify some of the powers reserved for the judicial branch of the U.S. government.

Move labels representing judicial powers into each of the blank boxes in the chart.

- You do not need to use all the labels.

Notes on Scoring

This response earns partial credit (1 point) because it correctly places two of the labels in the boxes under “Powers of the Judicial Branch” (“Interpret laws” and “Establish judicial procedures”).
Sample Response: 1 point

Separation of powers is a defining principle of the U.S. government.

Identify some of the powers reserved for the judicial branch of the U.S. government.

Move labels representing judicial powers into each of the blank boxes in the chart.

• You do not need to use all the labels.

Notes on Scoring

This response earns partial credit (1 point) because it correctly places two of the labels in the boxes under “Powers of the Judicial Branch” (“Establish judicial procedures” and “Sentence offenders”).
Sample Response: 0 points

Separation of powers is a defining principle of the U.S. government.

Identify some of the powers reserved for the judicial branch of the U.S. government.

Move labels representing judicial powers into each of the blank boxes in the chart.

- You do not need to use all the labels.

Notes on Scoring

This response earns no credit (0 points) because it correctly places only one of the labels in the boxes under “Powers of the Judicial Branch” (“Interpret laws”).
Sample Response: 0 points

Separation of powers is a defining principle of the U.S. government.

Identify some of the powers reserved for the judicial branch of the U.S. government.

Move labels representing judicial powers into each of the blank boxes in the chart.

- You do not need to use all the labels.

Notes on Scoring

This response earns no credit (0 points) because it correctly places only one of the labels in the boxes under “Powers of the Judicial Branch” (“Sentence offenders”).
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Question 33

Question and Scoring Guidelines
Question 33

There are many different ways in which individuals and organizations try to influence public policy. Successful methods direct the message to the right levels and branches of government.

Evaluate which two methods are the most appropriate for each scenario.

Click on the two methods you want to select in each column.

Points Possible: 2

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. (AG.22)

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

Rubric:
For this item, a full-credit response includes:

- "speak at a public meeting" selected in the “To change a local ordinance on parking fines, you might” column;
  AND
- “campaign for new city council members” selected in the “To change a local ordinance on parking fines, you might” column;
  AND
- “hold a demonstration at the capitol” selected in the “To change a state policy on teacher salaries, you might” column;
  AND
- “lobby members of the legislature” selected in the “To change a state policy on teacher salaries, you might” column;
  AND
- “testify before Congress” selected in the “To change a federal tax law, you might” column;
  AND
- “start a letter writing campaign to Congress” selected in the “To change a federal tax law, you might” column (2 points).

For this item, a partial-credit response includes:

- at least three of the correct methods selected (1 point).
American Government
Spring 2019 Item Release

Question 33

Sample Responses
Sample Response: 2 points

There are many different ways in which individuals and organizations try to influence public policy. Successful methods direct the message to the right levels and branches of government.

Evaluate which two methods are the most appropriate for each scenario.

Click on the two methods you want to select in each column.

Notes on Scoring

This response earns full credit (2 points) because it correctly identifies both methods appropriate for each scenario.
Sample Response: 1 point

There are many different ways in which individuals and organizations try to influence public policy. Successful methods direct the message to the right levels and branches of government.

Evaluate which two methods are the most appropriate for each scenario.

Click on the two methods you want to select in each column.

Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies a total of four methods appropriate for the given scenarios: "speak at a public meeting" and "campaign for new city council members" selected in the "To change a local ordinance on parking fines, you might" column; "hold a demonstration at the capitol" selected in the "To change a state policy on teacher salaries, you might" column; and "start a letter writing campaign to Congress" selected in the "To change a federal tax law, you might" column.
Sample Response: 1 point

There are many different ways in which individuals and organizations try to influence public policy. Successful methods direct the message to the right levels and branches of government.

Evaluate which two methods are the most appropriate for each scenario.

Click on the two methods you want to select in each column.

Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies a total of three methods appropriate for the given scenarios: "speak at a public meeting" selected in the "To change a local ordinance on parking fines, you might" column; "lobby members of the legislature" selected in the "To change a state policy on teacher salaries, you might" column; and "testify before Congress" selected in the "To change a federal tax law, you might" column.
Sample Response: 0 points

Notes on Scoring

This response earns no credit (0 points) because it correctly identifies a total of only two methods appropriate for the given scenarios: “lobby members of the legislature” selected in the “To change a state policy on teacher salaries, you might” column and “testify before Congress” selected in the “To change a federal tax law, you might” column.
Sample Response: 0 points

There are many different ways in which individuals and organizations try to influence public policy. Successful methods direct the message to the right levels and branches of government.

Evaluate which two methods are the most appropriate for each scenario.

Click on the two methods you want to select in each column.

Notes on Scoring

This response earns no credit (0 points) because it correctly identifies only one method appropriate for the given scenarios ("campaign for new city council members" selected in the "To change a local ordinance on parking fines, you might" column).
Stimulus for Questions 34 – 35

Ratifying a treaty

The president is trying to secure approval of a treaty he was instrumental in drafting. A treaty must be approved by two-thirds (67 members) of the U.S. Senate. The president’s advisors have prepared an analysis of the Senate’s position on the treaty. Their analysis is shown.

Analysis of Senate Position on the Treaty

The Senate is divided into several groups with respect to opinions regarding approval of the treaty. If the treaty were to be voted on in its present form, 50 senators would vote for it and 50 would vote against it. A breakdown of the groups’ positions is listed.

• **Opposition party group (15 members):** opposes the treaty because they disagree with the president’s policies in general.

• **Moderate opposition party group (35 members):** supports most of the provisions of the treaty but strongly opposes one of the provisions. This group will vote for approval if that provision is not implemented.

• **Moderate members of the president’s party (40 members):** support the treaty as it appears; members mainly follow the president’s leadership and will vote the way the president wants them to.

• **Strongly ideological members of president’s party (10 members):** want stronger language in the treaty and will not vote for approval if the provisions of the treaty are weakened.

The president’s advisors have also prepared several strategies using the tools of consensus building, compromise and persuasion to target groups within the Senate.

Strategies to Achieve Ratification of the Treaty

• **Consensus building:** meet with the leadership of each group of senators to find provisions of the treaty on which they all can agree.
• **Compromise:** make concessions to meet a group’s demands; alter language of the bill to address the concerns of a particular group.

• **Persuasion:** the president should use his political influence by traveling across the country to build popular support for the bill with the people, in the hope that they will pressure their senators to support it.

The president chooses to use the persuasion strategy, targeting the moderate members of the opposition party. The president’s cross-country trip takes a great deal of time and distracts him from other public policy objectives. Despite this drawback, the trip builds enough support across the country to convince some senators to support the treaty. The treaty is approved by a vote of 69 to 31.

“Ratifying a treaty” written for the Ohio Department of Education.
American Government
Spring 2019 Item Release

Question 34

Question and Scoring Guidelines
Question 34

Factors outside of constitutionally established governmental processes often affect public policy.

Select the boxes to identify whether each factor would increase, decrease or have little impact on the likelihood of approval of a treaty by the Senate.

<table>
<thead>
<tr>
<th>Increase</th>
<th>Decrease</th>
<th>Little or No Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>The president is a close friend of the chief justice of the Supreme Court.</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>There is little public interest in the treaty, but a vocal minority of the public is highly opposed to it.</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Interest groups that favor the treaty are contributing large sums of money to lawmakers’ campaign funds.</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Political parties are encouraging their members to hold to their original positions in order to appear decisive and unified ahead of an upcoming election.</td>
<td>□</td>
<td>□</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. (AG.15)

Depth of Knowledge: Level 2 – Basic Reasoning

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

Rubric:
For this item, a full-credit response includes:

- "Little or No Impact" selected for "The president is a close friend of the chief justice of the Supreme Court."
  
  AND

- "Decrease" selected for "There is little public interest in the treaty, but a vocal minority of the public is highly opposed to it."
  
  AND

- "Increase" selected for "Interest groups that favor the treaty are contributing large sums of money to lawmakers’ campaign funds."
  
  AND

- "Decrease" selected for "Political parties are encouraging their members to hold to their original positions in order to appear decisive and unified ahead of an upcoming election." (2 points)

For this item, a partial-credit response includes:

- at least two correct selections (1 point).
American Government
Spring 2019 Item Release

Question 34

Sample Responses
Sample Response: 2 points

Factors outside of constitutionally established governmental processes often affect public policy.

Select the boxes to identify whether each factor would increase, decrease or have little impact on the likelihood of approval of a treaty by the Senate.

<table>
<thead>
<tr>
<th></th>
<th>Increase</th>
<th>Decrease</th>
<th>Little or No Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>The president is a close friend of</td>
<td></td>
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<td>✓</td>
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<tr>
<td>the chief justice of the Supreme</td>
<td></td>
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<tr>
<td>Court.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>There is little public interest in</td>
<td></td>
<td>✓</td>
<td></td>
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<tr>
<td>the treaty, but a vocal minority</td>
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<td>of the public is highly opposed to</td>
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<td>it.</td>
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</tr>
<tr>
<td>Interest groups that favor the</td>
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<tr>
<td>treaty are contributing large sums</td>
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<td>of money to lawmakers’ campaign</td>
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<td>funds.</td>
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<tr>
<td>Political parties are encouraging</td>
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<tr>
<td>their members to hold to their</td>
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<tr>
<td>original positions in order to</td>
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<td></td>
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<tr>
<td>appear decisive and unified ahead</td>
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<td></td>
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<tr>
<td>of an upcoming election.</td>
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<td></td>
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</tr>
</tbody>
</table>

Notes on Scoring

This response earns full credit (2 points) because it correctly selects the impact of all four factors.
Sample Response: 1 point

<table>
<thead>
<tr>
<th>Factors outside of constitutionally established governmental processes often affect public policy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select the boxes to identify whether each factor would increase, decrease or have little impact on the likelihood of approval of a treaty by the Senate.</td>
</tr>
<tr>
<td><strong>Increase</strong></td>
</tr>
<tr>
<td>The president is a close friend of the chief justice of the Supreme Court.</td>
</tr>
<tr>
<td>There is little public interest in the treaty, but a vocal minority of the public is highly opposed to it.</td>
</tr>
<tr>
<td>Interest groups that favor the treaty are contributing large sums of money to lawmakers’ campaign funds.</td>
</tr>
<tr>
<td>Political parties are encouraging their members to hold to their original positions in order to appear decisive and unified ahead of an upcoming election.</td>
</tr>
</tbody>
</table>

Notes on Scoring

This response earns partial credit (1 point) because it correctly selects the impact of three factors (“Increase” selected for “Interest groups that favor the treaty are contributing large sums of money to lawmakers’ campaign funds.”; “Decrease” selected for “There is little public interest in the treaty, but a vocal minority of the public is highly opposed to it.”; and “Little or No Impact” selected for “The president is a close friend of the chief justice of the Supreme Court.”).
Sample Response: 1 point

Factors outside of constitutionally established governmental processes often affect public policy.

Select the boxes to identify whether each factor would increase, decrease or have little impact on the likelihood of approval of a treaty by the Senate.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Increase</th>
<th>Decrease</th>
<th>Little or No Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>The president is a close friend of the chief justice of the Supreme Court.</td>
<td>✔️</td>
<td></td>
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<tr>
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<td></td>
<td>✔️</td>
<td>✔️</td>
</tr>
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<td></td>
<td>✔️</td>
<td></td>
</tr>
</tbody>
</table>

Notes on Scoring

This response earns partial credit (1 point) because it correctly selects the impact of two factors (“Increase” selected for “Interest groups that favor the treaty are contributing large sums of money to lawmakers’ campaign funds.” and “Decrease” selected for “Political parties are encouraging their members to hold to their original positions in order to appear decisive and unified ahead of an upcoming election.”).
Sample Response: 0 points

<table>
<thead>
<tr>
<th>Factors outside of constitutionally established governmental processes often affect public policy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select the boxes to identify whether each factor would increase, decrease or have little impact on the likelihood of approval of a treaty by the Senate.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Increase</th>
<th>Decrease</th>
<th>Little or No Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>The president is a close friend of the chief justice of the Supreme Court.</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is little public interest in the treaty, but a vocal minority of the public is highly opposed to it.</td>
<td></td>
<td></td>
<td>✔️</td>
</tr>
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<td>✔️</td>
<td></td>
<td></td>
</tr>
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<td>Political parties are encouraging their members to hold to their original positions in order to appear decisive and unified ahead of an upcoming election.</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes on Scoring

This response earns no credit (0 points) because it correctly selects the impact of only one factor ("Increase" selected for "Interest groups that favor the treaty are contributing large sums of money to lawmakers' campaign funds.").
Sample Response: 0 points

Factors outside of constitutionally established governmental processes often affect public policy.

Select the boxes to identify whether each factor would increase, decrease or have little impact on the likelihood of approval of a treaty by the Senate.

<table>
<thead>
<tr>
<th>Increase</th>
<th>Decrease</th>
<th>Little or No Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>The president is a close friend of the chief justice of the Supreme Court.</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>There is little public interest in the treaty, but a vocal minority of the public is highly opposed to it.</td>
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<td>☐</td>
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<tr>
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<td>☑</td>
</tr>
<tr>
<td>Political parties are encouraging their members to hold to their original positions in order to appear decisive and unified ahead of an upcoming election.</td>
<td>☑</td>
<td>☐</td>
</tr>
</tbody>
</table>

Notes on Scoring

This response earns no credit (0 points) because it correctly selects the impact of only one factor ("Little or No Impact" selected for "The president is a close friend of the chief justice of the Supreme Court.").
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Question 35

Question and Scoring Guidelines
Question 35

Suppose the President decided that none of the proposed strategies will work and directed his advisors to develop negotiation based strategies.

Select the two strategies that the president’s advisors could propose that represent forms of negotiation.

☐ threaten to veto all bills until the Senate approves the treaty
☐ conduct media interviews about the treaty and why it should be approved
☐ offer senators support on a domestic spending bill that is important to them
☐ meet with a group of senators opposed to the treaty to discuss their concerns
☐ give a speech to the Senate outlining reasons that they should approve the treaty
☐ hold meetings with members of both parties to settle differences on aspects of the treaty

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. *(AG.4)*

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

Rationale for First Option: This is incorrect. While threatening to veto all bills may influence the Senate’s actions, it is not an example of using reasoning or argumentation to change senators’ minds.

Rationale for Second Option: This is incorrect. Conducting media interviews would allow the president to present a logical case as to why the treaty should be ratified. This is an example of persuasion, not negotiation.

Rationale for Third Option: This is incorrect. Offering senators support on an unrelated domestic spending bill is an example of a compromise. The president is not using reasoning or argumentation in this example.

Rationale for Fourth Option: Key – Meeting with a group of senators to hear their concerns about the treaty is an example of negotiation.

Rationale for Fifth Option: This is incorrect. Giving a speech to the Senate outlining reasons that they should support the treaty is an example of persuasion, not negotiation.

Rationale for Sixth Option: Key – Holding meetings with members of both parties to settle differences is an example of negotiation.

Sample Response: 1 point

Suppose the President decided that none of the proposed strategies will work and directed his advisors to develop negotiation based strategies.

Select the two strategies that the president’s advisors could propose that represent forms of negotiation.

☐ threaten to veto all bills until the Senate approves the treaty
☐ conduct media interviews about the treaty and why it should be approved
☐ offer senators support on a domestic spending bill that is important to them
☑ meet with a group of senators opposed to the treaty to discuss their concerns
☐ give a speech to the Senate outlining reasons that they should approve the treaty
☑ hold meetings with members of both parties to settle differences on aspects of the treaty
The Progressive Era was a period of many reforms aimed at solving the problems facing the United States in the late 1800s.

Determine which changes resulted from each Progressive Era amendment.

Move the changes enacted by Progressive Era amendments into each blank box in the chart.

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

**Progressive Era Amendments**

<table>
<thead>
<tr>
<th>Amendment</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>16th Amendment</td>
<td></td>
</tr>
<tr>
<td>17th Amendment</td>
<td></td>
</tr>
<tr>
<td>18th Amendment</td>
<td></td>
</tr>
<tr>
<td>19th Amendment</td>
<td></td>
</tr>
</tbody>
</table>

**Points Possible:** 2

**Reporting Category:** Historic Documents

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

**Depth of Knowledge:** Level 2 – Basic Reasoning

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

Rubric:

For this item, a full-credit response includes:

- “Allowed an income tax” in the 16th Amendment row;
  AND
- “Direct election of senators” in the 17th Amendment row;
  AND
- “Began Prohibition” in the 18th Amendment row;
  AND
- “Gave women the vote” in the 19th Amendment row (2 points).

For this item, a partial-credit response includes:

- two or three changes matched to the correct amendments (1 point).
American Government
Spring 2019 Item Release

Question 41

Sample Responses
Sample Response: 2 points

The Progressive Era was a period of many reforms aimed at solving the problems facing the United States in the late 1800s.

Determine which changes resulted from each Progressive Era amendment.

Move the changes enacted by Progressive Era amendments into each blank box in the chart.

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

Notes on Scoring

This response earns full credit (2 points) because it correctly places the “Change” next to all four of the appropriate “Amendments.”
Sample Response: 1 point

The Progressive Era was a period of many reforms aimed at solving the problems facing the United States in the late 1800s.

Determine which changes resulted from each Progressive Era amendment.

Move the changes enacted by Progressive Era amendments into each blank box in the chart.

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

Notes on Scoring

This response earns partial credit (1 point) because it correctly makes three placements (“Allowed an income tax” in the 16th Amendment row; “Direct election of senators” in the 17th Amendment row; and “Gave women the vote” in the 19th Amendment row).
The Progressive Era was a period of many reforms aimed at solving the problems facing the United States in the late 1800s.

Determine which changes resulted from each Progressive Era amendment.

Move the changes enacted by Progressive Era amendments into each blank box in the chart.

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

**Notes on Scoring**

This response earns partial credit (1 point) because it correctly makes two placements (“Allowed an income tax” in the 16th Amendment row and “Began Prohibition” in the 18th Amendment row).
Sample Response: 0 points

The Progressive Era was a period of many reforms aimed at solving the problems facing the United States in the late 1800s.

Determine which changes resulted from each Progressive Era amendment.

Move the changes enacted by Progressive Era amendments into each blank box in the chart.

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

Notes on Scoring

This response earns no credit (0 points) because it makes only one correct placement (“Allowed an income tax” in the 16th Amendment row).
Sample Response: 0 points

The Progressive Era was a period of many reforms aimed at solving the problems facing the United States in the late 1800s.

Determine which changes resulted from each Progressive Era amendment.

Move the changes enacted by Progressive Era amendments into each blank box in the chart.

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

Notes on Scoring

This response earns no credit (0 points) because it makes no correct placements.