Ohio’s State Tests

ITEM RELEASE

SPRING 2019

AMERICAN HISTORY
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## American History
### Spring 2019 Item Release
#### Content Summary and Answer Key

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<thead>
<tr>
<th>Question No.*</th>
<th>Item Type</th>
<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>2</td>
<td>Multiple Choice</td>
<td>1945 – Present</td>
<td>The United States faced new political, national security and economic challenges in the post-Cold War world and following the attacks on September 11, 2001. <em>(AH.33)</em></td>
<td>Level 2</td>
<td>D</td>
<td>1 point</td>
</tr>
<tr>
<td>8</td>
<td>Multiple Choice</td>
<td>1877 – 1945</td>
<td>Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized. <em>(AH.13)</em></td>
<td>Level 1</td>
<td>A</td>
<td>1 point</td>
</tr>
<tr>
<td>10</td>
<td>Graphic Response</td>
<td>1877 – 1945</td>
<td>Movements such as the Harlem Renaissance, African-American migration, women's suffrage and Prohibition all contributed to social change. <em>(AH.19)</em></td>
<td>Level 2</td>
<td>---</td>
<td>2 points</td>
</tr>
<tr>
<td>11</td>
<td>Multiple Choice</td>
<td>1945 – Present</td>
<td>The Second Red Scare and McCarthyism reflected Cold War fears in American society. <em>(AH.25)</em></td>
<td>Level 1</td>
<td>C</td>
<td>1 point</td>
</tr>
<tr>
<td>12</td>
<td>Graphic Response</td>
<td>Skills and Documents</td>
<td>The use of primary and secondary sources of information includes an examination of the credibility of each source. <em>(AH.2)</em></td>
<td>Level 1</td>
<td>---</td>
<td>2 points</td>
</tr>
<tr>
<td>16</td>
<td>Graphic Response</td>
<td>1945 – Present</td>
<td>The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics. <em>(AH.26)</em></td>
<td>Level 2</td>
<td>---</td>
<td>1 point</td>
</tr>
<tr>
<td>19</td>
<td>Hot Text</td>
<td>Skills and Documents</td>
<td>Problems facing the national government under the Articles of Confederation led to the drafting of the Constitution of the United States. The framers of the Constitution applied ideas of Enlightenment in conceiving the new government. <em>(AH.7)</em></td>
<td>Level 2</td>
<td>---</td>
<td>2 points</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.*
# American History

## Spring 2019 Item Release

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<tbody>
<tr>
<td>23</td>
<td>Graphic Response</td>
<td>1877 – 1945</td>
<td>Racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I. <em>(AH.17)</em></td>
<td>Level 2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>31</td>
<td>Graphic Response</td>
<td>1877 – 1945</td>
<td>The Great Depression was caused, in part, by the federal government’s monetary policies, stock market speculation, and increasing consumer debt. The role of the federal government expanded as a result of the Great Depression. <em>(AH.20)</em></td>
<td>Level 3</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>32</td>
<td>Graphic Response</td>
<td>1877 – 1945</td>
<td>The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions and violence toward supporters of organized labor. <em>(AH.11)</em></td>
<td>Level 2</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>35</td>
<td>Multiple Choice</td>
<td>1877 – 1945</td>
<td>After WWI, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs. <em>(AH.16)</em></td>
<td>Level 2</td>
<td>D</td>
<td>1</td>
</tr>
<tr>
<td>36</td>
<td>Multiple Choice</td>
<td>1877 – 1945</td>
<td>As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power. <em>(AH.15)</em></td>
<td>Level 2</td>
<td>C</td>
<td>1</td>
</tr>
</tbody>
</table>

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**Content Summary and Answer Key**

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<tbody>
<tr>
<td>37</td>
<td>Table Item</td>
<td>Skills and Documents</td>
<td>Historians develop theses and use evidence to support or refute positions. <em>(AH.3)</em></td>
<td>Level 3</td>
<td>---</td>
<td>1 point</td>
</tr>
<tr>
<td>38</td>
<td>Multiple Choice</td>
<td>1877 – 1945</td>
<td>After WWI, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs. <em>(AH.16)</em></td>
<td>Level 2</td>
<td>A</td>
<td>1 point</td>
</tr>
<tr>
<td>39</td>
<td>Graphic Response</td>
<td>Skills and Documents</td>
<td>Historians develop theses and use evidence to support or refute positions. <em>(AH.3)</em></td>
<td>Level 3</td>
<td>---</td>
<td>2 points</td>
</tr>
<tr>
<td>43</td>
<td>Multiple Choice</td>
<td>1945 – Present</td>
<td>Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security. <em>(AH.31)</em></td>
<td>Level 2</td>
<td>C</td>
<td>1 point</td>
</tr>
<tr>
<td>45</td>
<td>Multiple Choice</td>
<td>1945 – Present</td>
<td>Improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries have impacted the American economy. <em>(AH.32)</em></td>
<td>Level 1</td>
<td>C</td>
<td>1 point</td>
</tr>
<tr>
<td>46</td>
<td>Graphic Response</td>
<td>1945 – Present</td>
<td>The collapse of communist governments in Eastern Europe and the USSR brought an end to the Cold War. <em>(AH.27)</em></td>
<td>Level 2</td>
<td>---</td>
<td>2 points</td>
</tr>
<tr>
<td>49</td>
<td>Multiple Choice</td>
<td>1945 – Present</td>
<td>The United States followed a policy of containment during the Cold War in response to the spread of communism. <em>(AH.24)</em></td>
<td>Level 2</td>
<td>D</td>
<td>1 point</td>
</tr>
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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.

American History
Spring 2019 Item Release

Question 2

Question and Scoring Guidelines
Question 2

How did the United States respond to the events of September 11, 2001?

A  by increasing the size of its nuclear weapons stockpile
B  by ending its economic partnerships with former Soviet countries
C  by adopting isolationist policies to insulate itself against further aggression
D  by pursuing military action in countries that were accused of supporting terrorists

Points Possible: 1

Reporting Category: 1945 – Present

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

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

Rationale for Option A: This is incorrect. The United States did not begin increasing its stockpile of nuclear weapons in response to September 11th attacks. Instead, it has continued its policy of dismantling its nuclear weapons stockpile since 2001.

Rationale for Option B: This is incorrect. The United States did not end its economic partnerships with formerly Soviet countries in response to the terrorist attacks on September 11, 2001. Rather, it has improved its economic relationships with many former Soviet countries.

Rationale for Option C: This is incorrect. The United States did not become increasingly isolationist in order to insulate against further attacks. Rather, it took on a central role in global politics, becoming the main actor in many international attempts to combat terrorism and the infrastructure that supported it.

Rationale for Option D: Key – The United States pursued military action in Afghanistan on the premise that it had harbored or otherwise supported the Al Qaeda members who claimed responsibility for the September 11, 2001 attacks. It also pursued military action in Iraq which had a history of state-sponsored terrorism.

Sample Response: 1 point

How did the United States respond to the events of September 11, 2001?

A  by increasing the size of its nuclear weapons stockpile
B  by ending its economic partnerships with former Soviet countries
C  by adopting isolationist policies to insulate itself against further aggression
D  by pursuing military action in countries that were accused of supporting terrorists
American History
Spring 2019 Item Release

Question 8

Question and Scoring Guidelines
Question 8

What was one effect of Jim Crow laws on marriage, prior to the 1960s?

- to prohibit interracial marriage
- to deny property rights to women
- to establish a minimum age for marriage
- to limit the number of times women could marry

Points Possible: 1

Reporting Category: 1877 – 1945

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

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 – Anti-miscegenation statutes existed prior to the Jim Crow period, but seven southern states reinstated and strengthened the anti-miscegenation laws that had been repealed after Reconstruction.

**Rationale for Option B:** This is incorrect. Property rights of women in marriages were extended by state precedent in New York’s 1848 Married Women’s Property Act; Jim Crow laws did not address women’s property rights.

**Rationale for Option C:** This is incorrect. The minimum age of marriage is set by state law and was not addressed by Jim Crow laws.

**Rationale for Option D:** This is incorrect. The right of women to remarry after divorce or death, as well as the practice of bigamy, was not addressed by Jim Crow laws.

Sample Response: 1 point

What was one effect of Jim Crow laws on marriage, prior to the 1960s?

- to prohibit interracial marriage
- to deny property rights to women
- to establish a minimum age for marriage
- to limit the number of times women could marry
American History
Spring 2019 Item Release

Question 10

Question and Scoring Guidelines
Question 10

After World War I, three social movements occurred: the Harlem Renaissance, the women’s suffrage movement and Prohibition.

Identify the movement associated with each event shown.

Next to each event, click on the blank box for the related movement.

<table>
<thead>
<tr>
<th>Events</th>
<th>Harlem Renaissance</th>
<th>Women’s Suffrage</th>
<th>Prohibition</th>
</tr>
</thead>
<tbody>
<tr>
<td>The 19th Amendment was passed.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The 21st Amendment was passed.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Poets and Jazz artists addressed social concerns.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Organized crime increased.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The democratic participation of a group increased.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Points Possible: 2

Reporting Category: 1877 – 1945

Content Statement: Movements such as the Harlem Renaissance, African-American migration, women’s suffrage and Prohibition all contributed to social change. (AH.19)

Depth of Knowledge: Level 2 – Basic Reasoning

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

Rubric:

For this item, a full-credit response includes:

- “The 19th Amendment was passed.” at “Women’s Suffrage” selected;
  AND
- “The 21st Amendment was passed.” at “Prohibition” selected;
  AND
- “Poets and Jazz artists addressed social concerns.” at “Harlem
  Renaissance” selected;
  AND
- “Organized crime increased.” at “Prohibition” selected;
  AND
- “The democratic participation of a group increased.” at “Women’s
  Suffrage” OR “Harlem Renaissance” or “Prohibition” selected (2 points).

For this item, a partial-credit response includes:

- three or more correct responses as listed in the full-credit response rubric
  (1 point).
Sample Response: 2 points

After World War I, three social movements occurred: the Harlem Renaissance, the women’s suffrage movement and Prohibition.

Identify the movement associated with each event shown.

Next to each event, click on the blank box for the related movement.

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<tr>
<td>The 19th Amendment was passed.</td>
<td>☐</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>The 21st Amendment was passed.</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>Poets and Jazz artists addressed social concerns.</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Organized crime increased.</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>The democratic participation of a group increased.</td>
<td>☐</td>
<td>☑</td>
<td>☐</td>
</tr>
</tbody>
</table>

Notes on Scoring

This response receives full credit (2 points) for correctly selecting the social movement that matches each event. Note: the last event, “The democratic participation of a group increased.”, can be selected for “Harlem Renaissance” or “Women’s Suffrage” or “Prohibition” and still receive credit.
Sample Response: 2 points

After World War I, three social movements occurred: the Harlem Renaissance, the women’s suffrage movement and Prohibition.

Identify the movement associated with each event shown.

Next to each event, click on the blank box for the related movement.

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<thead>
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<th>Prohibition</th>
</tr>
</thead>
<tbody>
<tr>
<td>The 19th Amendment was passed.</td>
<td>□</td>
<td>✓</td>
<td>□</td>
</tr>
<tr>
<td>The 21st Amendment was passed.</td>
<td>□</td>
<td>□</td>
<td>✓</td>
</tr>
<tr>
<td>Poets and Jazz artists addressed social concerns.</td>
<td>✓</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Organized crime increased.</td>
<td>□</td>
<td>□</td>
<td>✓</td>
</tr>
<tr>
<td>The democratic participation of a group increased.</td>
<td>✓</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

Notes on Scoring

This response receives full credit (2 points) for correctly selecting the social movement that matches each event. Note: the last event, “The democratic participation of a group increased.”, can be selected for “Harlem Renaissance” or “Women's Suffrage” or “Prohibition” and still receive credit.
After World War I, three social movements occurred: the Harlem Renaissance, the women’s suffrage movement and Prohibition.

Identify the movement associated with each event shown.

Next to each event, click on the blank box for the related movement.

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</thead>
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<tr>
<td>The 19th Amendment was passed.</td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>The 21st Amendment was passed.</td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Poets and Jazz artists addressed social concerns.</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organized crime increased.</td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>The democratic participation of a group increased.</td>
<td></td>
<td></td>
<td>√</td>
</tr>
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</table>

Notes on Scoring

This response receives full credit (2 points) for correctly selecting the social movement that matches each event. Note: the last event, “The democratic participation of a group increased.”, can be selected for “Harlem Renaissance” or “Women’s Suffrage” or “Prohibition” and still receive credit.
Sample Response: 1 point

After World War I, three social movements occurred: the Harlem Renaissance, the women’s suffrage movement and Prohibition.

Identify the movement associated with each event shown.

Next to each event, click on the blank box for the related movement.

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<th>Prohibition</th>
</tr>
</thead>
<tbody>
<tr>
<td>The 19th Amendment was passed.</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>The 21st Amendment was passed.</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Poets and Jazz artists addressed social concerns.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organized crime increased.</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>The democratic participation of a group increased.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes on Scoring

This response receives partial credit (1 point) for correctly identifying at least three events with the correct social movement.
Sample Response: 1 point

After World War I, three social movements occurred: the Harlem Renaissance, the women’s suffrage movement and Prohibition.

Identify the movement associated with each event shown.

Next to each event, click on the blank box for the related movement.

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<td></td>
<td>✓</td>
<td></td>
</tr>
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<td>The 21st Amendment was passed.</td>
<td></td>
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<td>Poets and Jazz artists addressed social concerns.</td>
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<tr>
<td>Organized crime increased.</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>The democratic participation of a group increased.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes on Scoring

This response receives partial credit (1 point) for correctly identifying at least three events with the correct social movement.
Sample Response: 0 points

After World War I, three social movements occurred: the Harlem Renaissance, the women’s suffrage movement and Prohibition.

Identify the movement associated with each event shown.

Next to each event, click on the blank box for the related movement.

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<td></td>
<td></td>
<td>✔</td>
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<td>The 21st Amendment was passed.</td>
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<td>Poets and Jazz artists addressed social concerns.</td>
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<td></td>
</tr>
<tr>
<td>Organized crime increased.</td>
<td></td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>The democratic participation of a group increased.</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes on Scoring

This response receives no credit (0 points) for correctly identifying fewer than three events.
Sample Response: 0 points

After World War I, three social movements occurred: the Harlem Renaissance, the women’s suffrage movement and Prohibition.

Identify the movement associated with each event shown.

Next to each event, click on the blank box for the related movement.

<table>
<thead>
<tr>
<th>Events</th>
<th>Harlem Renaissance</th>
<th>Women’s Suffrage</th>
<th>Prohibition</th>
</tr>
</thead>
<tbody>
<tr>
<td>The 19th Amendment was passed.</td>
<td>✓</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The 21st Amendment was passed.</td>
<td>☐</td>
<td>✓</td>
<td>☐</td>
</tr>
<tr>
<td>Poets and Jazz artists addressed social concerns.</td>
<td>☐</td>
<td>☐</td>
<td>✓</td>
</tr>
<tr>
<td>Organized crime increased.</td>
<td>☐</td>
<td>✓</td>
<td>☐</td>
</tr>
<tr>
<td>The democratic participation of a group increased.</td>
<td>☐</td>
<td>☐</td>
<td>✓</td>
</tr>
</tbody>
</table>

Notes on Scoring

This response receives no credit (0 points) for correctly identifying fewer than three events.
American History
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Question 11

Question and Scoring Guidelines
Question 11

Which international event contributed to the Second Red Scare in the United States?

A  Nazi Germany invaded and occupied Poland.
B  Allied forces occupied Japan after World War II.
C  China became a communist nation after a civil war.
D  Palestine was divided into two states: one Arab and one Jewish.

Points Possible: 1

Reporting Category: 1945 – Present


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. Germany’s invasion of Poland at the start of World War II did not contribute to fears of communism in the United States.

Rationale for Option B: This is incorrect. Allied forces occupying Japan did not create a fear of communism in the United States.

Rationale for Option C: Key – The fall of China’s government to communism created fears of a spread of communism in the United States.

Rationale for Option D: This is incorrect. The division of Palestine did not create a fear of communism in the United States.

Sample Response: 1 point

Which international event contributed to the Second Red Scare in the United States?

A) Nazi Germany invaded and occupied Poland.

B) Allied forces occupied Japan after World War II.

C) China became a communist nation after a civil war.

D) Palestine was divided into two states: one Arab and one Jewish.
American History
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Question 12

Question and Scoring Guidelines
Question 12

Use your knowledge of research methods to identify four factors that need to be considered when determining the credibility of a source.

Click on the four factors you want to select.

Points Possible: 2

Reporting Category: Skills and Documents

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

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

Rubric:

For this item, a full-credit response includes:

- “The level of bias in the information” selected;
  AND
- “The author’s qualifications” selected;
  AND
- “The ability to verify information in other credible sources” selected;
  AND
- “The accuracy of the information” selected (2 points).

For this item, a partial-credit response includes:

- any three correct answers selected (1 point).
American History
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Question 12

Sample Responses
Sample Response: 2 points

Use your knowledge of research methods to identify four factors that need to be considered when determining the credibility of a source.

Click on the four factors you want to select.

Factors

☑ The level of bias in the information
☑ The author’s qualifications
☑ The ability to verify information in other credible sources
☐ The employment status of the author
☑ The accuracy of the information
☐ The availability of the information

Notes on Scoring

This response receives full credit (2 points) for correctly identifying the four correct factors.
Sample Response: 1 point

Use your knowledge of research methods to identify four factors that need to be considered when determining the credibility of a source.

Click on the four factors you want to select.

Notes on Scoring

This response receives partial credit (1 point) for correctly identifying three correct factors.
Sample Response: 1 point

Use your knowledge of research methods to identify four factors that need to be considered when determining the credibility of a source.

Click on the four factors you want to select.

Notes on Scoring

This response receives partial credit (1 point) for correctly identifying three correct factors.
Sample Response: 0 points

Use your knowledge of research methods to identify four factors that need to be considered when determining the credibility of a source.

Click on the four factors you want to select.

Notes on Scoring

This response receives no credit (0 points) for correctly identifying fewer than three correct factors.
Sample Response: 0 points

Use your knowledge of research methods to identify four factors that need to be considered when determining the credibility of a source.

Click on the four factors you want to select.

Notes on Scoring

This response receives no credit (0 points) for correctly identifying fewer than three correct factors.
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Question 16

Question and Scoring Guidelines
The Cold War dominated international politics during the 1950s and 1960s.

Identify the events that show the impact of the Cold War on international politics during this period.

Move the events into the blank boxes.

- You do not need to use all the events.

**Points Possible:** 1

**Reporting Category:** 1945 – Present

**Content Statement:** The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics. (AH.26)

**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:

- "Brought the world close to nuclear war over Cuba" in any blank box;
  AND
- “Created an arms race between the U.S. and USSR" in any blank box;
  AND
- “Led to the creation of NATO and Warsaw Pact alliances" in any blank box;
  AND
- "Provoked military conflicts in Korea and Vietnam" in any blank box
  (1 point).
American History
Spring 2019 Item Release

Question 16

Sample Responses
Sample Response: 1 point

The Cold War dominated international politics during the 1950s and 1960s.

Identify the events that show the impact of the Cold War on international politics during this period.

Move the events into the blank boxes.

- You do not need to use all the events.

Notes on Scoring

This response receives full credit (1 point) for correctly identifying the events that show the impact of the Cold War on international politics during the 1950s and 1960s.
Sample Response: 0 points

The Cold War dominated international politics during the 1950s and 1960s. Identify the events that show the impact of the Cold War on international politics during this period.

Move the events into the blank boxes.

- You do not need to use all the events.

Notes on Scoring

This response receives no credit (0 points) for incorrectly identifying the events that show the impact of the Cold War on international politics during the 1950s and 1960s.
Sample Response: 0 points

The Cold War dominated international politics during the 1950s and 1960s.

Identify the events that show the impact of the Cold War on international politics during this period.

Move the events into the blank boxes.

- You do not need to use all the events.

Notes on Scoring

This response receives no credit (0 points) for incorrectly identifying the events that show the impact of the Cold War on international politics during the 1950s and 1960s.
American History
Spring 2019 Item Release

Question 19

Question and Scoring Guidelines
Question 19

Under the Articles of Confederation, the new national government was unable to repay the debt accumulated during the Revolutionary War. The Constitution was written to address this and other problems.

An excerpt from Article I, Section 8, of the United States Constitution is shown.

Select the three provisions that were written to address the debt faced by the United States under the Articles of Confederation.

**Excerpt from Article I, Section 8, of the United States Constitution**

The Congress shall have Power To lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common Defence and general Welfare of the United States; but all Duties, Imposts and Excises shall be uniform throughout the United States;

To borrow Money on the credit of the United States;...

To establish an uniform Rule of Naturalization, and uniform Laws on the subject of Bankruptcies throughout the United States;

To coin Money, regulate the Value thereof, and of foreign Coin...

To establish Post Offices and post Roads;

To promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries;

To constitute Tribunals inferior to the supreme Court;

To define and punish Piracies and Felonies committed on the high Seas, and Offences against the Law of Nations;
Points Possible: 2

Reporting Category: Skills and Documents

Content Statement: Problems facing the national government under the Articles of Confederation led to the drafting of the Constitution of the United States. The framers of the Constitution applied ideas of Enlightenment in conceiving the new government. (AH.7)

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:

- “The Congress shall have Power To lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common Defence and general Welfare of the United States; but all Duties, Imposts and Excises shall be uniform throughout the United States;” selected;
  AND
- “To borrow Money on the credit of the United States;” selected;
  AND
- “To coin Money, regulate the Value thereof, and of foreign Coin...” selected (2 points).

For this item, a partial-credit response includes:

- at least two correct responses selected (1 point).
American History
Spring 2019 Item Release

Question 19

Sample Responses
Sample Response: 2 points

Under the Articles of Confederation, the new national government was unable to repay the debt accumulated during the Revolutionary War. The Constitution was written to address this and other problems.

An excerpt from Article I, Section 8, of the United States Constitution is shown.

Select the three provisions that were written to address the debt faced by the United States under the Articles of Confederation.

*Excerpt from Article I, Section 8, of the United States Constitution*

The Congress shall have Power To lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common Defence and general Welfare of the United States; but all Duties, Imposts and Excises shall be uniform throughout the United States;

To borrow Money on the credit of the United States;...

To establish an uniform Rule of Naturalization, and uniform Laws on the subject of Bankruptcies throughout the United States;

To coin Money, regulate the Value thereof, and of foreign Coin...

To establish Post Offices and post Roads;

To promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries;

To constitute Tribunals inferior to the supreme Court;

To define and punish Piracies and Felonies committed on the high Seas, and Offences against the Law of Nations;

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Notes on Scoring

This response receives full credit (2 points) for correctly identifying the three provisions that were written to address the debt faced by the United States under the Articles of Confederation.
Sample Response: 1 point

Under the Articles of Confederation, the new national government was unable to repay the debt accumulated during the Revolutionary War. The Constitution was written to address this and other problems.

An excerpt from Article I, Section 8, of the United States Constitution is shown.

Select the three provisions that were written to address the debt faced by the United States under the Articles of Confederation.

**Excerpt from Article I, Section 8, of the United States Constitution**

The Congress shall have Power To lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common Defence and general Welfare of the United States; but all Duties, Imposts and Excises shall be uniform throughout the United States;

To borrow Money on the credit of the United States;...

To establish an uniform Rule of Naturalization, and uniform Laws on the subject of Bankruptcies throughout the United States;

To coin Money, regulate the Value thereof, and of foreign Coin...

To establish Post Offices and post Roads;

To promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries;

To constitute Tribunals inferior to the supreme Court;

To define and punish Piracies and Felonies committed on the high Seas, and Offences against the Law of Nations;

**Notes on Scoring**

This response receives partial credit (1 point) for correctly identifying two of the three provisions that were written to address the debt faced by the United States under the Articles of Confederation.
Sample Response: 1 point

Under the Articles of Confederation, the new national government was unable to repay the debt accumulated during the Revolutionary War. The Constitution was written to address this and other problems.

An excerpt from Article I, Section 8, of the United States Constitution is shown.

Select the three provisions that were written to address the debt faced by the United States under the Articles of Confederation.

*Excerpt from Article I, Section 8, of the United States Constitution*

The Congress shall have Power To lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common Defence and general Welfare of the United States; but all Duties, Imposts and Excises shall be uniform throughout the United States;

To borrow Money on the credit of the United States;

To establish an uniform Rule of Naturalization, and uniform Laws on the subject of Bankruptcies throughout the United States;

To coin Money, regulate the Value thereof, and of foreign Coin;

To establish Post Offices and post Roads;

To promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries;

To constitute Tribunals inferior to the supreme Court;

To define and punish Piracies and Felonies committed on the high Seas, and Offences against the Law of Nations;

Notes on Scoring

This response receives partial credit (1 point) for correctly identifying two of the three provisions that were written to address the debt faced by the United States under the Articles of Confederation.
Sample Response: 0 points

Under the Articles of Confederation, the new national government was unable to repay the debt accumulated during the Revolutionary War. The Constitution was written to address this and other problems.

An excerpt from Article I, Section 8, of the United States Constitution is shown.

Select the three provisions that were written to address the debt faced by the United States under the Articles of Confederation.

Excerpt from Article I, Section 8, of the United States Constitution

The Congress shall have Power To lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common Defence and general Welfare of the United States; but all Duties, Imposts and Excises shall be uniform throughout the United States;

To borrow Money on the credit of the United States;...

To establish an uniform Rule of Naturalization, and uniform Laws on the subject of Bankruptcies throughout the United States;

To coin Money, regulate the Value thereof, and of foreign Coin...

To establish Post Offices and post Roads;

To promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries;

To constitute Tribunals inferior to the supreme Court;

To define and punish Piracies and Felonies committed on the high Seas, and Offences against the Law of Nations;

Notes on Scoring

This response receives no credit (0 points) for correctly identifying fewer than two provisions that were written to address the debt faced by the United States under the Articles of Confederation.
Sample Response: 0 points

Under the Articles of Confederation, the new national government was unable to repay the debt accumulated during the Revolutionary War. The Constitution was written to address this and other problems.

An excerpt from Article I, Section 8, of the United States Constitution is shown.

Select the three provisions that were written to address the debt faced by the United States under the Articles of Confederation.

Excerpt from Article I, Section 8, of the United States Constitution

The Congress shall have Power To lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common Defence and general Welfare of the United States; but all Duties, Imposts and Excises shall be uniform throughout the United States;

To borrow Money on the credit of the United States;...

To establish an uniform Rule of Naturalization, and uniform Laws on the subject of Bankruptcies throughout the United States;

To coin Money, regulate the Value thereof, and of foreign Coin...

To establish Post Offices and post Roads;

To promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries;

To constitute Tribunals inferior to the supreme Court;

To define and punish Piracies and Felonies committed on the high Seas, and Offences against the Law of Nations;

Notes on Scoring

This response receives no credit (0 points) for correctly identifying fewer than two provisions that were written to address the debt faced by the United States under the Articles of Confederation.
American History
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Question 23

Question and Scoring Guidelines
After World War I, several factors led to social tensions in the United States.

Identify the factors that led to each social reaction shown.

Move each factor into the blank box next to the correct reaction.

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

**Points Possible:** 2

**Reporting Category:** 1877 – 1945

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

Rubric:

For this item, a full-credit response includes:

- “Factory job openings motivate thousands of African Americans to move to the North.” with “Race riots”;
  
  AND

- “Over two million Jews immigrate to America from Eastern Europe.” with “Nativism”;
  
  AND

- “The Bolshevik Revolution allows communists to come to power in Russia.” with “The Red Scare” (2 points).

For this item, a partial-credit response includes:

- any two correct options and no more than one incorrect option. (1 point)
American History
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Question 23

Sample Responses
Sample Response: 2 points

After World War I, several factors led to social tensions in the United States.

Identify the factors that led to each social reaction shown.

Move each factor into the blank box next to the correct reaction.

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

Notes on Scoring

This response receives full credit (2 points) for correctly identifying which factor is associated with each reaction leading to social tensions after World War I.
Sample Response: 1 point

After World War I, several factors led to social tensions in the United States.

Identify the factors that led to each social reaction shown.

Move each factor into the blank box next to the correct reaction.

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

Notes on Scoring

This response receives partial credit (1 point) for correctly identifying two of the three factors associated with each reaction leading to social tensions after World War I.
Sample Response: 1 point

After World War I, several factors led to social tensions in the United States.

Identify the factors that led to each social reaction shown.

Move each factor into the blank box next to the correct reaction.

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

Notes on Scoring

This response receives partial credit (1 point) for correctly identifying two of the three factors associated with each reaction leading to social tensions after World War I.
Sample Response: 0 points

After World War I, several factors led to social tensions in the United States.

Identify the factors that led to each social reaction shown.

Move each factor into the blank box next to the correct reaction.

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

Notes on Scoring

This response receives no credit (0 points) for correctly identifying only one of the three factors associated with each reaction leading to social tensions after World War I.
Sample Response: 0 points

After World War I, several factors led to social tensions in the United States.

Identify the factors that led to each social reaction shown.

Move each factor into the blank box next to the correct reaction.

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

Notes on Scoring

This response receives no credit (0 points) for correctly identifying only one of the three factors associated with each reaction leading to social tensions after World War I.
American History
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Question 31

Question and Scoring Guidelines
Question 31

There were many causes of the Great Depression. During this time, the government took actions to help the economy recover.

Identify whether each statement was a cause of the Great Depression, an action taken in response to the Depression, or an effect on American life that came about as a result of the Depression.

Move each statement into the blank boxes to complete the chart.

Points Possible: 1

Reporting Category: 1877 – 1945

Content Statement: The Great Depression was caused, in part, by the federal government’s monetary policies, stock market speculation, and increasing consumer debt. The role of the federal government expanded as a result of the Great Depression. (AH.20)

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

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

- "Banks and other financial institutions make excessive loans." to the "Cause" box;
  AND
- "The Federal Reserve constricts the money supply." to the "Action Taken" box;
  AND
- "Economic conditions worsened, making it harder for people to repay debts." to the "Effect" box (1 point).
American History
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Question 31

Sample Responses
Sample Response: 1 point

There were many causes of the Great Depression. During this time, the government took actions to help the economy recover.

Identify whether each statement was a cause of the Great Depression, an action taken in response to the Depression, or an effect on American life that came about as a result of the Depression.

Move each statement into the blank boxes to complete the chart.

Notes on Scoring

This response receives full credit (1 point) for correctly ordering the cause, action taken, and effect about the Great Depression.
Sample Response: 0 points

There were many causes of the Great Depression. During this time, the government took actions to help the economy recover.

Identify whether each statement was a cause of the Great Depression, an action taken in response to the Depression, or an effect on American life that came about as a result of the Depression.

Move each statement into the blank boxes to complete the chart.

Notes on Scoring

This response receives no credit (0 points) for incorrectly ordering the cause, action taken, and effect about the Great Depression.
Sample Response: 0 points

There were many causes of the Great Depression. During this time, the government took actions to help the economy recover.

Identify whether each statement was a cause of the Great Depression, an action taken in response to the Depression, or an effect on American life that came about as a result of the Depression.

Move each statement into the blank boxes to complete the chart.

Notes on Scoring

This response receives no credit (0 points) for incorrectly ordering the cause, action taken, and effect about the Great Depression.
**Question 32**

The rise of industrialization during the late 19th century produced various social effects.

Complete the chart to identify the issues that led to strikes in the United States during this time.

Move the issues into the blank boxes.

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

---

**Points Possible:** 1

**Reporting Category:** 1877 – 1945

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

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

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

• "Workers seek higher wages" in one blank box
  AND
• "Workers wish to protect rights" in the other blank box (1 point).
Sample Response: 1 point

The rise of industrialization during the late 19th century produced various social effects.

Complete the chart to identify the issues that led to strikes in the United States during this time.

Move the issues into the blank boxes.

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

Notes on Scoring

This response receives full credit (1 point) for correctly identifying issues leading to strikes.
Sample Response: 0 points

The rise of industrialization during the late 19th century produced various social effects.

Complete the chart to identify the issues that led to strikes in the United States during this time.

Move the issues into the blank boxes.

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

Notes on Scoring

This response receives no credit (0 points) for incorrectly identifying issues leading to strikes.
Sample Response: 0 points

The rise of industrialization during the late 19th century produced various social effects.

Complete the chart to identify the issues that led to strikes in the United States during this time.

Move the issues into the blank boxes.

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

Notes on Scoring

This response receives no credit (0 points) for incorrectly identifying issues leading to strikes.
American History
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Stimulus for Questions 35 – 38
The Presidential Election of 1920

By 1920, World War I had ended and members of Congress were debating the ratification of the Treaty of Versailles and U.S. membership in the League of Nations. Economic growth in the United States had slowed. Strikes and riots were increasingly common, as were fears about the influence of political radicals and immigrants.

In this tense political environment, the two major political parties each nominated a native Ohioan to run for president. The Republican Party’s candidate was Senator Warren G. Harding of Marion, Ohio. The Democratic Party’s candidate was Ohio Governor James M. Cox.

Three sources related to the 1920 presidential election are shown. The first two sources are excerpts from speeches made by each candidate, and the third source displays the results of the election.

Source 1: Americanism, by Republican candidate Warren G. Harding

“Let us hesitate before we surrender the nationality which is the very soul of highest Americanism. This republic has never failed humanity, nor endangered civilization. We have been tardy sometimes—like when we were proclaiming democracy and neutrality, and yet ignored our national rights—but the ultimate and helpful part we played in the Great War will be the pride of Americans so long as the world recites the story . . . I like to rejoice in an American conscience, and in a big conception of our obligation to liberty, justice, and civilization . . . . But I have a confidence in our America that requires no council of foreign powers to point the way of American duty. We wish to counsel, cooperate, and contribute, but we arrogate [claim] to ourselves the keeping of the American conscience, and every concept of our moral obligation.

“It’s time to idealize, but it’s very practical to make sure our own house is in perfect order before we attempt the miracle of Old World [European] stabilization. Call it the selfishness of nationality if you will. I think it’s an inspiration to patriotic devotion to safeguard America first, to stabilize America first, to prosper America first, to think of America first, to exalt America first, to live for and revere America first. Let the internationalist dream, and the Bolshevik destroy . . . . In the spirit of the Republic we proclaim Americanism and acclaim America.”

Source 2: Prevention of War, by Democratic candidate James M. Cox

“These are fateful times. Organized government has a definite duty all over the world. The house of civilization is to be put in order. The supreme issue of the century is before us, and the nation that halts and delays is playing with fire. The finest impulses of humanity, rising above national lines, merely seek to make another horrible war impossible.

“Under the old order of international anarchy, war came overnight, and the world was on fire before we knew it. It sickens our senses to think of another. We saw one conflict into which modern science brought new forms of destruction in great guns, submarines, airships, and poison gases. It is no secret that our chemists had perfected, when the contest came to a precipitous [decisive] close, gases so deadly that whole cities could be wiped out, armies destroyed, and the crews of battleships smothered. The public prints are filled with the opinions of military men that in future wars the methods, more effective than gas or bombs, will be the employment of germs of diseases, carrying pestilence and destruction. Any nation prepared under these conditions, as Germany was equipped in 1914, could conquer the world in a year.

“It is planned now to make this impossible. A definite plan has been agreed upon. The League of Nations is in operation. I am in favor of going in. This is the supreme test. Shall we act in concert with the free nations of the world in setting up a tribunal [organization] which would avert war in the future? This question must be met and answered honestly and not by equivocation [deceptive language]. We must say in language which the world can understand, whether we shall participate in the advancement of a cause which has in it the hope of peace and world reconstruction, or whether we shall propose to follow the old paths trod by the nations of Europe—paths which always led to fields of blood. We must say in language which our own people can understand, whether we shall unite with our former allies to make effective the only plan of peace and reconstruction which has been formulated, or whether we propose to play a lone hand in the world, and guard our isolation with a huge army and an ever increasing navy with all the consequent burdens of taxation. I repeat, I am in favor of going into the League of Nations.”

Source 3: Results of the 1920 Presidential Election

A map displaying the electoral college results of the 1920 presidential election is shown. The map provides evidence that Warren Harding won the election in an electoral landslide, winning the popular vote in most states outside of the Deep South.

Results of the Presidential Election of 1920

<table>
<thead>
<tr>
<th>Party</th>
<th>Candidate</th>
<th>Electoral Vote</th>
<th>Popular Vote</th>
</tr>
</thead>
<tbody>
<tr>
<td>Republican</td>
<td>Warren G. Harding</td>
<td>404 (76.1%)</td>
<td>16,151,916 (60.3%)</td>
</tr>
<tr>
<td>Democratic</td>
<td>James M. Cox</td>
<td>127 (23.9%)</td>
<td>9,134,074 (34.1%)</td>
</tr>
</tbody>
</table>

Results of the Presidential Election of 1920, Library of Congress. In the public domain.
Question 35

What position regarding U.S. membership in the League of Nations does Warren G. Harding express in “Americanism” (Source 1)?

A. U.S. membership in the League of Nations will lead to another world war.
B. U.S. membership in the League of Nations will lead to domestic economic growth.
C. The United States will only join the League of Nations if Bolshevik Russia is denied membership.
D. The United States can help ensure world peace without being a member of the League of Nations.

Points Possible: 1

Reporting Category: 1877 – 1945

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

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

Rationale for Option A: This is incorrect. While Harding dismisses the necessity of the United States joining the League of Nations in “Americanism,” he does not assert that U.S. membership in the League of Nations would lead to another world war.

Rationale for Option B: This is incorrect. In “Americanism,” Harding indicates that the United States should not become a member of the League of Nations. He does not claim that U.S. membership in the League of Nations will advance the nation’s economic interests.

Rationale for Option C: This is incorrect. In “Americanism,” Harding indicates that the United States should not become a member of the League of Nations. At no point does he indicate that the United States will become a member under the condition that Russia is denied membership.

Rationale for Option D: Key – In “Americanism,” Harding emphasizes the United States’ commitment to the international community (“our obligation to liberty, justice, and civilization”) but also asserts that this commitment is not contingent on the United States’ membership in the League of Nations (“But I have a confidence in our America that requires no council of foreign powers to point the way of American duty”).

Sample Response: 1 point

What position regarding U.S. membership in the League of Nations does Warren G. Harding express in “Americanism” (Source 1)?

A. U.S. membership in the League of Nations will lead to another world war.

B. U.S. membership in the League of Nations will lead to domestic economic growth.

C. The United States will only join the League of Nations if Bolshevik Russia is denied membership.

D. The United States can help ensure world peace without being a member of the League of Nations.
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Question 36

Question and Scoring Guidelines
Question 36

What was James M. Cox’s main argument in paragraph 2 of “Prevention of War” (Source 2)?

A. Germany was likely to start another war in Europe.
B. The League of Nations should outlaw the use of certain weapons.
C. Technological advances had permanently changed the nature of war.
D. European governments were at risk of becoming military dictatorships.

Points Possible: 1

Reporting Category: 1877 – 1945

Content Statement: As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power. (AH.15)

Depth of Knowledge: Level 2 – Basic Reasoning

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

Rationale for Option A: This is incorrect. At the end of paragraph 2 of “Prevention of War,” Cox references Germany’s level of preparedness prior to World War I. Cox does not assert, however, that Germany would seek to begin another war in the near future.

Rationale for Option B: This is incorrect. Although Cox lists a number of newly developed weapons in paragraph 2 of “Prevention of War,” he does not argue that the League of Nations should outlaw the use of these weapons.

Rationale for Option C: Key – In paragraph 2 of “Prevention of War,” Cox describes how following the start of World War I, the world was exposed to an array of powerful new weapons that were capable of a high level of destruction never before experienced by the world’s great powers. Cox argues that the changed nature of warfare is so profound that a highly militarized country, left unchecked, could take over the world in a very short period of time.

Rationale for Option D: This is incorrect. There is no information in paragraph 2 of “Prevention of War” that infers European governments were at risk of becoming military dictatorships.

Sample Response: 1 point

What was James M. Cox’s main argument in paragraph 2 of “Prevention of War” (Source 2)?

A. Germany was likely to start another war in Europe.
B. The League of Nations should outlaw the use of certain weapons.
C. Technological advances had permanently changed the nature of war.
D. European governments were at risk of becoming military dictatorships.
American History
Spring 2019 Item Release

Question 37

Question and Scoring Guidelines
Question 37

Select the boxes to indicate whether each thesis statement is supported or refuted by evidence from the provided sources.

<table>
<thead>
<tr>
<th>Thesis Statement</th>
<th>Supported by Evidence From the Sources</th>
<th>Refuted by Evidence From the Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the early 1920s, support for the Democratic Party was strong in Southeastern states.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>In the years following World War I, there was general agreement among Republicans and Democrats about the United States’ role in the world.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The result of the presidential election of 1920 showed that the majority of Americans strongly supported U.S. membership in the League of Nations.</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Points Possible: 1

Reporting Category: Skills and Documents

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

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

- "Supported by Evidence From the Sources" selected for “During the early 1920s, support for the Democratic Party was strong in Southeastern states.”;
  AND
- “Refuted by Evidence From the Sources" selected for “In the years following World War I, there was general agreement among Republicans and Democrats about the United States' role in the world.”;
  AND
- “Refuted by Evidence From the Sources" selected for “The result of the presidential election of 1920 showed that the majority of Americans strongly supported U.S. membership in the League of Nations.” (1 point).
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Question 37

Sample Responses
**Sample Response: 1 point**

Select the boxes to indicate whether each thesis statement is supported or refuted by evidence from the provided sources.

<table>
<thead>
<tr>
<th>Thesis Statement</th>
<th>Supported by Evidence From the Sources</th>
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<tbody>
<tr>
<td>During the early 1920s, support for the Democratic Party was strong in Southeastern states.</td>
<td>✅</td>
<td></td>
</tr>
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<td></td>
<td>✅</td>
</tr>
<tr>
<td>The result of the presidential election of 1920 showed that the majority of Americans strongly supported U.S. membership in the League of Nations.</td>
<td></td>
<td>✅</td>
</tr>
</tbody>
</table>

**Notes on Scoring**

This response receives full credit (1 point) for correctly determining whether each thesis statement is supported or refuted by the evidence from the provided sources.
Sample Response: 0 points

Select the boxes to indicate whether each thesis statement is supported or refuted by evidence from the provided sources.

<table>
<thead>
<tr>
<th>Thesis Statement</th>
<th>Supported by Evidence From the Sources</th>
<th>Refuted by Evidence From the Sources</th>
</tr>
</thead>
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<tr>
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<td>☐</td>
<td>☑</td>
</tr>
</tbody>
</table>

Notes on Scoring

This response receives no credit (0 points) for incorrectly determining whether each thesis statement is supported or refuted by the evidence from the provided sources.
Sample Response: 0 points

Select the boxes to indicate whether each thesis statement is supported or refuted by evidence from the provided sources.

<table>
<thead>
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<td>☐</td>
</tr>
</tbody>
</table>

Notes on Scoring

This response receives no credit (0 points) for incorrectly determining whether each thesis statement is supported or refuted by the evidence from the provided sources.
Question 38

Question and Scoring Guidelines
Question 38

Which topic of disagreement emerges when comparing the speeches of the two presidential candidates?

A. U.S. foreign policy following World War I
B. U.S. economic policy following World War I
C. U.S. immigration policy following World War I
D. U.S. environmental policy following World War I

Points Possible: 1

Reporting Category: 1877 – 1945

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

Depth of Knowledge: Level 2 – Basic Reasoning
Level 2 includes the engagement of some mental processing beyond recalling or reproducing a response. This level generally requires students to contrast or compare people, places, events and concepts; convert information from one form to another; give an example; classify or sort items into meaningful categories; describe, interpret or explain issues and problems, patterns, reasons, causes and effect, significance or impact, relationships, points of view or processes. A Level 2 “describe or explain” would require students to go beyond a description or explanation of recalled information to describe or explain a result or “how” or “why.”
Rationale for Option A: Key – In “Americanism,” Warren G. Harding argues that while the United States is prepared to maintain traditional alliances, it is not in the best interest of the nation to join a multinational organization such as the League of Nations. In “Prevention of War,” James M. Cox advocates for U.S. membership in the League of Nations. This divergence of opinion in regard to League of Nations membership reflects a disagreement between the two candidates over U.S. foreign policy following the end of World War I.

Rationale for Option B: This is incorrect. U.S. economic policy is not a major topic of discussion in either of the two speeches.

Rationale for Option C: This is incorrect. U.S. immigration policy is not discussed in either of the two speeches.

Rationale for Option D: This is incorrect. U.S. environmental policy is not discussed in either of the two speeches.

Sample Response: 1 point

Which topic of disagreement emerges when comparing the speeches of the two presidential candidates?

- ☐ U.S. foreign policy following World War I
- ☐ U.S. economic policy following World War I
- ☐ U.S. immigration policy following World War I
- ☐ U.S. environmental policy following World War I
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Question 39

Question and Scoring Guidelines
Question 39

Read this thesis.

The central factor in Truman’s decision to use the atomic bomb was the United States’ rivalry with the Soviet Union, not ending the war with Japan.

Identify two sources that could be used to support this thesis. Click on the sources you want to select.

Points Possible: 2

Reporting Category: Skills and Documents

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

Rubric:
For this item, a full-credit response includes:
- The quote by William Leahy selected
  AND
- The quote by Georgii Zhukov selected (2 points).

For this item, a partial-credit response includes:
- The quote by William Leahy selected
  OR
- The quote by Georgii Zhukov selected (1 point).
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Question 39

Sample Responses
Sample Response: 2 points

Read this thesis.

The central factor in Truman’s decision to use the atomic bomb was the United States’ rivalry with the Soviet Union, not ending the war with Japan.

Identify two sources that could be used to support this thesis. Click on the sources you want to select.

---

Notes on Scoring

This response receives full credit (2 points) for correctly identifying which two sources support the thesis statement.
Sample Response: 1 point

Read this thesis.

The central factor in Truman’s decision to use the atomic bomb was the United States’ rivalry with the Soviet Union, not ending the war with Japan.

Identify two sources that could be used to support this thesis. Click on the sources you want to select.

Notes on Scoring

This response receives partial credit (1 point) for correctly identifying only one source that supports the thesis statement.
Sample Response: 1 point

Read this thesis.

The central factor in Truman’s decision to use the atomic bomb was the United States’ rivalry with the Soviet Union, not ending the war with Japan.

Identify two sources that could be used to support this thesis. Click on the sources you want to select.

---

Notes on Scoring

This response receives partial credit (1 point) for correctly identifying only one source that supports the thesis statement.
Sample Response: 0 points

Read this thesis.

The central factor in Truman’s decision to use the atomic bomb was the United States’ rivalry with the Soviet Union, not ending the war with Japan.

Identify two sources that could be used to support this thesis. Click on the sources you want to select.

Notes on Scoring

This response receives no credit (0 points) because it does not correctly identify either source that supports the thesis statement.
Question 43

An excerpt from a message to Congress delivered by President George H. W. Bush is shown.

The process of growth necessarily involves change. Advances in technology, shifts in world market conditions, and changes in tastes and demographics have created major new industries and dramatically altered the fortunes of existing industries. The lesson of history is clear. Attempts to protect special interests by blocking the economy’s natural, market-driven evolution ... reduce the economy’s flexibility and impair its ability to grow and to create jobs. Growth and prosperity are enhanced by strengthening and extending the scope of market forces, not by substituting government dictates for the free choices of workers, consumers, and businesses.

— President George H. W. Bush, February 12, 1991

Which statement about the role of the government in the U.S. economy is supported by this excerpt?

A) The government can best correct income inequalities in the market by raising corporate tax rates.

B) The government can best promote job growth by funding unemployment benefits and training programs.

C) The government can best encourage economic growth by removing barriers to business ownership and innovation.

D) The government can best protect the economy from global competition by providing federal assistance to domestic factories.

Points Possible: 1

Reporting Category: 1945 – Present

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

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

Rationale for Option A: This is incorrect. The excerpt does not specifically mention anything about the role of the government with regard to taxes or income inequality. Its general position is in favor of less, not more, government involvement in the economy.

Rationale for Option B: This is incorrect. The excerpt indicates that the idea of government intervention in the market, through the provision of social welfare programs like unemployment benefits and employee re-training programs, would be a hindrance to economic growth and prosperity.

Rationale for Option C: Key – The excerpt from President Bush’s message to Congress suggests that economic growth and prosperity are best supported by removing barriers like regulation, subsidies and protectionist policies and allowing the market to function freely.

Rationale for Option D: This is incorrect. While the excerpt acknowledges changing world market conditions, it does not support the idea of increasing protectionist policies by providing federal subsidies or assistance to U.S. exporters. These subsidies would be seen as an obstruction to the economy’s natural market forces.
An excerpt from a message to Congress delivered by President George H. W. Bush is shown.

The process of growth necessarily involves change. Advances in technology, shifts in world market conditions, and changes in tastes and demographics have created major new industries and dramatically altered the fortunes of existing industries. The lesson of history is clear. Attempts to protect special interests by blocking the economy’s natural, market-driven evolution ... reduce the economy’s flexibility and impair its ability to grow and to create jobs. Growth and prosperity are enhanced by strengthening and extending the scope of market forces, not by substituting government dictates for the free choices of workers, consumers, and businesses.

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Which statement about the role of the government in the U.S. economy is supported by this excerpt?

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C. The government can best encourage economic growth by removing barriers to business ownership and innovation.
D. The government can best protect the economy from global competition by providing federal assistance to domestic factories.
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Question 45

Question and Scoring Guidelines
Question 45

Which statement describes an economic effect of increased globalization on the United States since the early 1990s?

A. Service industries have suffered significant job losses.
B. Businesses have benefited from the growing U.S. trade surplus.
C. A substantial number of manufacturing facilities have moved operations overseas.
D. Labor unions have expanded and strengthened their abilities to protect American workers.

Points Possible: 1

Reporting Category: 1945 – Present

Content Statement: Improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries have impacted the American economy. (AH.32)

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. U.S. service industries experienced significant growth during the 1990s, not a decline.

Rationale for Option B: This is incorrect. During the 1990s, the United States experienced a growing trade deficit, not a surplus. It has not had an overall trade surplus since 1975.

Rationale for Option C: Key – Lower foreign production costs, particularly access to cheaper sources of labor, led to the movement of U.S. production facilities abroad and the growth of global supply chains.

Rationale for Option D: This is incorrect. As opportunities to manufacture products in other countries has grown, the leverage of U.S. organized labor has declined.

Sample Response: 1 point

Which statement describes an economic effect of increased globalization on the United States since the early 1990s?

A Service industries have suffered significant job losses.
B Businesses have benefited from the growing U.S. trade surplus.
C A substantial number of manufacturing facilities have moved operations overseas.
D Labor unions have expanded and strengthened their abilities to protect American workers.

A. Identify the causes of the collapse of the Soviet Union. Move the Causes into the blank boxes to complete the chart.

B. Identify the effects of the collapse of the Soviet Union. Move the Effects into the blank boxes to complete the chart.

**Points Possible:** 2

**Reporting Category:** 1945 – Present

**Content Statement:** The collapse of communist governments in Eastern Europe and the USSR brought an end to the Cold War. *(AH.27)*

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

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

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

- "Mass demonstrations for democracy put pressure on communist governments." in either of the Causes boxes;
  AND
- "The expensive arms race in the USSR became an enormous burden on the struggling economy." in either of the Causes boxes;
  AND
- "Independent republics established democratic reforms and free market economics." in either of the Effects boxes;
  AND
- "The Cold War ended, leaving the United States as the world's sole superpower." in either of the Effects boxes (2 points).

For this item, a partial-credit response includes:

- any two or three responses in the correct blank boxes (1 point).
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Question 46

Sample Responses
Sample Response: 2 points


A. Identify the causes of the collapse of the Soviet Union. Move the Causes into the blank boxes to complete the chart.

B. Identify the effects of the collapse of the Soviet Union. Move the Effects into the blank boxes to complete the chart.

### Notes on Scoring

This response receives full credit (2 points) for correctly identifying the causes and effects of the collapse of the Soviet Union.
Sample Response: 1 point


A. Identify the causes of the collapse of the Soviet Union. Move the Causes into the blank boxes to complete the chart.

B. Identify the effects of the collapse of the Soviet Union. Move the Effects into the blank boxes to complete the chart.

Notes on Scoring

This response receives partial credit (1 point) for correctly identifying one cause and one effect of the collapse of the Soviet Union.
Sample Response: 1 point


A. Identify the causes of the collapse of the Soviet Union. Move the Causes into the blank boxes to complete the chart.

B. Identify the effects of the collapse of the Soviet Union. Move the Effects into the blank boxes to complete the chart.

Notes on Scoring

This response receives partial credit (1 point) for correctly identifying one cause and one effect of the collapse of the Soviet Union.
Sample Response: 0 points


A. Identify the causes of the collapse of the Soviet Union. Move the Causes into the blank boxes to complete the chart.

B. Identify the effects of the collapse of the Soviet Union. Move the Effects into the blank boxes to complete the chart.

Notes on Scoring

This response receives no credit (0 points) for incorrectly identifying the causes and effects of the collapse of the Soviet Union.
Sample Response: 0 points


A. Identify the causes of the collapse of the Soviet Union. Move the Causes into the blank boxes to complete the chart.

B. Identify the effects of the collapse of the Soviet Union. Move the Effects into the blank boxes to complete the chart.

Notes on Scoring

This response receives no credit (0 points) for incorrectly identifying the causes and effects of the collapse of the Soviet Union.
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Question 49

Question and Scoring Guidelines
Question 49

As a result of the defeat of Japan in World War II, Nationalists and Communists were able to resume their struggle for control of China. How did this renewed struggle contribute to the Cold War?

- by stimulating Japan’s economic recovery
- by creating tension between India and Pakistan
- by encouraging European colonialism in Asia
- by increasing U.S. fears of communist expansion

Points Possible: 1

Reporting Category: 1945 – Present

Content Statement: The United States followed a policy of containment during the Cold War in response to the spread of communism. (AH.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. The struggle between Nationalists and Communists in China did not contribute to the Cold War by stimulating Japan’s economic recovery.

Rationale for Option B: This is incorrect. This is not how the struggle between Nationalists and Communists in China contributed to the Cold War.

Rationale for Option C: This is incorrect. The struggle between Nationalists and Communists in China did not contribute to the Cold War by encouraging European colonialism in Asia.

Rationale for Option D: Key – The resumed struggle between Nationalists and Communists in China resulted in increased fears in the United States over the possible expansion of communism, which heightened Cold War tensions.

Sample Response: 1 point

As a result of the defeat of Japan in World War II, Nationalists and Communists were able to resume their struggle for control of China. How did this renewed struggle contribute to the Cold War?

A by stimulating Japan’s economic recovery
B by creating tension between India and Pakistan
C by encouraging European colonialism in Asia
D by increasing U.S. fears of communist expansion