Georgia Milestones
Assessment System

Assessment System

Assessment Guide

United States History

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THE GEORGIA MILESTONES ASSESSMENT SYSTEM

The purpose of the Georgia Student Assessment Program is to measure student achievement of the state-adopted content standards and inform efforts to improve teaching and learning. Results of the assessment program are utilized to identify students failing to achieve mastery of content, to provide educators with feedback about instructional practice, and to assist school districts in identifying strengths and weaknesses in order to establish priorities in planning educational programs.

The State Board of Education is required by Georgia law (O.C.G.A. §20-2-281) to adopt assessments designed to measure student achievement relative to the knowledge and skills set forth in the state-adopted content standards. The Georgia Milestones Assessment System (Georgia Milestones) fulfills this requirement and, as a key component of Georgia's Student Assessment Program, is a comprehensive summative assessment program spanning Grade 3 through high school. Georgia Milestones measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in English Language Arts, Mathematics, Science, and Social Studies. Students in grades 3 through 8 take an end-of-grade assessment in English Language Arts and Mathematics; additionally, students in grades 5 and 8 are assessed in Science; and students in grade 8 are assessed in Social Studies. High school students take an end-of-course assessment for each of the five courses designated by the State Board of Education. In accordance with State Board Rule, Georgia Milestones end-of-course measures serve as the final exams for the specified high school courses.

The main purpose of Georgia Milestones is to inform efforts to improve student achievement by assessing student performance on the standards specific to each course or subject/grade tested. Specifically, Georgia Milestones is designed to provide students and their parents with critical information about the students' achievement and, importantly, their preparedness for the next educational level. The assessment system is a critical informant of the state's accountability measure, the College and Career Ready Performance Index (CCRPI), providing an important gauge about the quality of the educational services and opportunities provided throughout the state. The ultimate goal of Georgia's assessment and accountability system is to ensure that all students are provided the opportunity to engage with high-quality content standards, receive high-quality instruction predicated upon those standards, and are positioned to meet high academic expectations.

Features of the Georgia Milestones Assessment System include:

- technology-enhanced items in all grades and courses;
- open-ended (constructed-response) items in English Language Arts (all grades and courses);
- a writing component (in response to passages read by students) at every grade level and course within the English Language Arts assessment; and
- online administration as the primary mode of administration.

The mode of administration for the Georgia Milestones program is online. Paper/pencil test materials, such as Braille forms, will be available for the small number of students who cannot interact with the computer due to their disability as documented in an IEP, IAP/504, or EL-TPC Plan.

Georgia Milestones follows guiding principles to help ensure that the assessment system:

- is sufficiently challenging to ensure Georgia students are well positioned to compete with other students across the United States and internationally;
- is intentionally designed across grade levels to send a clear signal of student academic progress and preparedness for the next level, whether it is the next grade level, course, or college or career;
- is accessible to all students, including those with disabilities or limited English proficiency, at all achievement levels;
- supports and informs the state's educator-effectiveness initiatives, ensuring items and forms are appropriately sensitive to quality instructional practices; and
- includes innovative technology-enhanced items.

GEORGIA MILESTONES END-OF-COURSE (EOC) ASSESSMENTS

As previously mentioned, Georgia law (§20-2-281) mandates that the State Board of Education adopt EOC assessments for core courses to be determined by the Board. An EOC assessment serves as a student's final exam in the associated course. With educator input and State Board approval, the Georgia Milestones EOC assessments measure student achievement in the following courses: American Literature and Composition, Algebra I, Coordinate Algebra, Biology, and United States History.

Any student enrolled in and/or receiving credit for one of the above-mentioned courses, regardless of grade level, is required to take the Georgia Milestones EOC assessment upon completion of that course. This includes middle school students completing a course associated with a Georgia Milestones EOC assessment, regardless of whether they are receiving high school credit. Students enrolling from non-accredited programs are required to take and pass the Georgia Milestones EOC assessment prior to receiving credit for the course.

A student's final grade in the course will be calculated using the Georgia Milestones EOC assessment as follows (State Board Rule 160-4-2-.13):

- For students enrolled in Grade 9 for the first time before July 1, 2011, the EOC assessment counts as 15% of the final grade.
- For students enrolled in Grade 9 for the first time on or after July 1, 2011, the EOC assessment counts as 20% of the final grade.

Results of the EOC assessments, according to the legislated and identified purposes, must:

- provide a valid measure of student achievement of the state content standards across the full achievement continuum;
- serve as the final exam for each course, contributing 15% or 20% to the student's final course grade;
- provide a clear signal of each student's preparedness for the next course and ultimately post-secondary endeavors (college and career);
- allow for the detection of the academic progress made by each student from one assessed course to the next;
- support and inform educator-effectiveness measures; and
- inform state and federal accountability measures at the school, district, and state levels.

Additional uses of the EOC assessments include: (1) certifying student proficiency prior to the awarding of credit for students enrolling from non-accredited private schools, home study programs, or other non-traditional educational centers and (2) allowing eligible students to demonstrate competency without taking the course and earn course credit (e.g., "test out"). In both cases, students are allotted *one* administration.

ASSESSMENT GUIDE

The Georgia Milestones United States History EOC Assessment Guide is provided to acquaint Georgia educators and other stakeholders with the structure of and content assessed by the test. Importantly, this guide is not intended to inform instructional planning. It is essential to note that there are a small number of content standards that are better suited for classroom or individual assessment than for large-scale summative assessment. While those standards are not included in the tests and therefore are not included in this Assessment Guide, the knowledge, concepts, and skills inherent in those standards are often required for the mastery of the standards that are assessed. Failure to attend to all content standards within a course can limit a student's opportunity to learn and show what he or she knows and can do on the assessment.

The Georgia Milestones United States History EOC Assessment Guide is in *no way* intended to substitute for the state-mandated content standards; it is provided to help educators better understand the structure and content of the assessment, *but it is not all-encompassing of the knowledge, concepts, and skills covered in the course or assessed on the test*. The state-adopted content standards and associated standards-based instructional resources, such as the Content Frameworks, should be used to plan instruction. This Assessment Guide can serve as a *supplement* to those resources, in addition to any locally developed resources, *but should not be used in isolation*. In principle, the Assessment Guide is intended to be descriptive of the assessment program and should not be considered all-inclusive. The state-adopted content standards are located at https://www.georgiastandards.org/Georgia-Standards/Pages/Social-Studies-United-States-History.aspx.

TESTING SCHEDULE

The Georgia Milestones United States History EOC assessment is offered during three Main Administrations. Main Administrations are primarily intended to provide an opportunity to assess student achievement at the completion of a course and to serve as the final exam for the associated course as required by State Board Rule. As a result, the EOC assessment should occur as close to the conclusion of the course as possible. Main Administrations can also be utilized to verify credit from a non-accredited school or home schooling. In addition to the Main Administrations, Mid-Month Administrations are provided in order to allow students additional testing opportunities for the various reasons noted below.

Purpose for EOC Assessment	Winter & Spring Main Administrations	Mid-Month Administrations	Summer Main Administration
Completion of Course	Yes	Yes	Yes
Makeup from Previous Administration	Yes	Yes	Yes
Retest	No*	Yes	Yes
Test Out	No	Yes**	Yes
Validation of Credit	Yes	Yes	Yes

*Winter and Spring Main Administrations cannot be used for the purpose of a retest.

**August, September, and March Mid-Month Administrations as well as the Summer Main Administration can be used for the purpose of a test out.

Note: Each district determines a local testing window within the state-designated testing window.

TEST STRUCTURE

DESCRIPTION OF TEST FORMAT AND ORGANIZATION

The Georgia Milestones United States History EOC assessment is primarily a criterion-referenced test designed to provide information about how well a student has mastered the state-adopted content standards within the course. The assessment consists of both operational items and field test items (newly written items that are being tried out and do not contribute to the student's score). Each student will receive one of four Achievement Level designations, depending on how well the student has mastered the content standards. The four Achievement Level designations are Beginning Learner, Developing Learner, Proficient Learner, and Distinguished Learner. In addition to criterion-referenced information, the Georgia Milestones measures will also produce an estimate of how Georgia students are achieving relative to their peers nationally. The norm-referenced information provided is supplementary to the criterion-referenced Achievement Level designation and will not be utilized in any manner other than to serve as a barometer of national comparison. Only the criterion-referenced scores and Achievement Level designations will be utilized in the accountability metrics associated with the assessment program (such as student growth measures, educator-effectiveness measures, or the CCRPI).

The table on the following page outlines the number and types of items included on the United States History EOC assessment.

United States History EOC Assessment Design

Description	Number of Items	Number of Points
1-point Selected-Response and Technology-Enhanced Items[1, 2]	30	30
2-point Technology-Enhanced Items[1]	8	16
Field Test Items[3]	4	0
Total[4]	**42**	**46**

[1]**Technology-Enhanced:** Possible variants of the technology-enhanced item types used for United States History include multiple-part selected-response, multiple-select, drag-and-drop, and drop-down.

[2]**1-point Selected-Response and Technology-Enhanced Items:** The ratio of selected-response to technology-enhanced items may vary. The target range of 1-point technology-enhanced items is 0 to 5.

[3]**Field Test Items:** Field test items may include 1-point selected-response, 1-point technology-enhanced, and 2-point technology-enhanced items.

[4]**Total:** Of the total 42 items, 38 contribute to the student's United States History score.

The test will be given in two sections. Students may have up to 35 minutes per section to complete Sections 1 and 2. The total estimated testing time for the United States History EOC assessment ranges from approximately 30 to 70 minutes. Total testing time describes the amount of time students have to complete the assessment. It does not take into account the time required for the test examiner to complete pre-administration and post-administration activities (such as reading the standardized directions to students). Sections 1 and 2 may be administered on the same day or across two consecutive days based on the district's testing protocols for the EOC measures (in keeping with state guidance).

CONTENT MEASURED

The United States History EOC assessment will measure the United States History standards that are described at https://www.georgiastandards.org/Georgia-Standards/Pages/Social-Studies-United-States-History.aspx.

The content of the assessment is organized into five groupings, or domains, of standards for the purposes of providing feedback on student performance. A content domain is a reporting category that *broadly* describes and defines the content of the course, as measured by the EOC assessment. The standards for United States History are grouped into five domains: Colonization through the Constitution; New Republic through Reconstruction; Industrialization, Reform, & Imperialism; Establishment as a World Power; and Post-World War II to the Present. Each domain was created by organizing standards that share similar content characteristics. The content standards describe the level of expertise that United States History educators should strive to develop in their students. Educators should refer to the content standards for a full understanding of the knowledge, concepts, and skills subject to be assessed on the EOC assessment.

The approximate proportional number of points associated with each domain is shown in the following table. A range of cognitive levels will be represented on the United States History EOC assessment. Educators should always use the content standards when planning instruction.

United States History: Domain Structures and Content Weights

Reporting Categories and Content Standards

Reporting Category/Domain	Content Standards Assessed	Approximate # of Points	Approximate % of Test
Colonization through the Constitution	SSUSH1 (a, b, c, d)	7–8	16%
	SSUSH2 (a, b, c, d)		
	SSUSH3 (a, b, c)		
	SSUSH4 (a, b, c, d, e, f)		
	SSUSH5 (a, b, c, d, e)		
New Republic through Reconstruction	SSUSH6 (a, b, c, d, e)	9	20%
	SSUSH7 (a, b, c, d)		
	SSUSH8 (a, b, c, d, e)		
	SSUSH9 (a, b, c, d)		
	SSUSH10 (a, b, c, d, e)		
Industrialization, Reform, & Imperialism	SSUSH11 (a, b, c, d, e)	7–8	16%
	SSUSH12 (a, b, c)		
	SSUSH13 (a, b, c, d)		
	SSUSH14 (a, b)		

Reporting Category/Domain	Content Standards Assessed	Approximate # of Points	Approximate % of Test
Establishment as a World Power	SSUSH15 (a, b, c)	11	24%
	SSUSH16 (a, b, c, d, e)		
	SSUSH17 (a, b, c)		
	SSUSH18 (a, b, c, d)		
	SSUSH19 (a, b, c, d, e)		
Post–World War II to the Present	SSUSH20 (a, b, c)	11	24%
	SSUSH21 (a, b, c, d, e)		
	SSUSH22 (a, b)		
	SSUSH23 (a, b, c, d)		
	Total	**46**	**100%**

EXTENDED PROPER NOUN LIST FOR UNITED STATES HISTORY

The Georgia Standards of Excellence (GSE) articulate what students should know and should be able to do for each content area at the conclusion of a given grade or course. As the GSE have been reviewed and implemented into Georgia Milestones for Social Studies, Georgia educators involved in the review process indicated that it would be helpful for educators across Georgia to receive an extended list of content-related proper nouns to supplement the language of the standards for use in assessment items.

Generally, under Georgia Milestones for Social Studies, proper nouns that are present in the text of the content standards are used in test items. However, Georgia educators involved in the item development process have indicated that there are additional terms that are inherent to the instruction of the content defined in the standards, and the Georgia Department of Education has determined that it is in the best interest of instruction across Georgia to bolster the clarity and accuracy of the test items by providing an extended list of proper nouns implied through the implementation of the GSE.

For example, in grade 5, consider standard SS5H4, "Explain America's involvement in World War II." While "Axis Powers" and "Allied Powers" are not stated explicitly in the standards, Georgia educators involved in the review process understand that those terms are necessary in the instruction process for this standard and that avoiding those two terms would create less clarity in the test items. Instead of simply saying "Axis Powers," ambiguous phrasing would have to be created to describe "countries that fought on the side of Germany during the war" or "countries that fought against the United States during the war," thereby increasing the reading load for the student and decreasing clarity.

Georgia educators believe that the terms provided in the extended proper noun lists are inseparable from the content being assessed, and as such, are terms that students will have had an opportunity to learn in the course of their regular instruction.

Please note that not all terms identified in the teacher notes, study guides, and assessment guides are included in this list. This is a limited list of additional proper nouns to be used when teaching and assessing Social Studies content based on the recommendations of Georgia educators. Educators should ensure that their students are familiar with this extended list of proper nouns so that students are prepared when they take the Georgia Milestones Assessment in Social Studies.

The Extended Proper Noun List for United States History can be found in the following table.

Extended Proper Noun List for United States History Georgia Standards of Excellence

Standard/Element	Term
SSUSH3a	Great Britain/British
SSUSH4b	Continental Army
SSUSH5c	Congress, House of Representatives, Senate
SSUSH6a	Supreme Court
SSUSH6b	Democratic-Republicans
SSUSH8d	Mexican Cession
SSUSH9a	Union, Confederacy/Confederate
SSUSH9c, SSUSH9d	March to the Sea
SSUSH10e	Rutherford B. Hayes, Samuel Tilden
SSUSH21a, SSUSH22a, SSUSH23a	Soviets
SSUSH19c, SSUSH23a	Eastern Europe, Western Europe
SSUSH22a	Egypt, Israel

Georgia Milestones United States History EOC Assessment Guide

ITEM TYPES

Operational items in the United States History EOC assessment consist of selected-response and technology-enhanced items.

A selected-response item, sometimes called a multiple-choice item, is defined as a question, problem, or statement that is followed by several answer choices, sometimes called options or response choices. The incorrect choices, called distractors, usually reflect common errors. The student's task is to choose, from the choices provided, the best answer to the question (the stem). The United States History selected-response items will have four answer choices.

A technology-enhanced item is an innovative way to measure student skills and knowledge by using scaffolding within a multi-step response. Technology-enhanced items are worth one or two points. If the item is worth two points, partial credit is awarded for special combinations of responses that do not include all the correct answers. For United States History, there are a number of specific technology-enhanced item types being used:

- In multi-select items, the student is asked to pick two correct responses from five or six possible answer options.
- In multi-part items, the student responds to a two-part item that may combine multiple-choice and/or drag-and-drop items. For these item types, the student selects the responses from the choices provided.
- In drag-and-drop items, the student uses a mouse, touchpad, or touchscreen to move responses to designated areas on the screen.
- In drop-down menu items, the student uses a mouse, touchpad, or touchscreen to open a drop-down menu and select an option from the menu. A drop-down menu item may have multiple drop-down menus.
- Since some technology-enhanced items in this guide were designed to be used only in an online, interactive-delivery format, some of the item-level directions will not appear to be applicable when working within the format presented in this document (for example, "Move and place characteristics into the correct boxes" or "Complete the diagram by moving and placing . . .").
- This icon ⟳ identifies special directions that will help the student answer technology-enhanced items as shown in the format presented within this guide. These directions do not appear in the online version of the test but explain information about how the item works that would be easily identifiable if the student were completing the item in an online environment.

To give students practice using technology-enhanced items in an online environment very similar to how they will appear on the online test, visit "Experience Online Testing Georgia."

1. Go to the website "Welcome to Experience Online Testing Georgia" (http://gaexperienceonline.com/).
2. Select "Test Practice."
3. Under "End-of-Course (EOC) All Assessments," select "Online Tools Training."
4. Select "EOC Test Practice."
5. Select "Technology Enhanced Items."
6. You will be taken to a login screen. Use the username and password provided on the screen to log in and practice navigating technology-enhanced items online.

Please note that Google Chrome is the only supported browser for this public version of the online testing environment.

DEPTH OF KNOWLEDGE DESCRIPTORS

Items found on the Georgia Milestones assessments, including the United States History EOC assessment, are developed with a particular emphasis on cognitive complexity or Depth of Knowledge (DOK). DOK is measured on a scale of 1 to 4 and refers to the level of cognitive demand required to complete a task (or in this case, an assessment item). The higher the level, the *more complex* the item; however, higher levels do not necessarily mean *more difficult* items. For instance, a question can have a low DOK but a medium or even high difficulty level. Conversely, a DOK 4 question may have a low difficulty level but still require a great deal of cognitive thinking (e.g., analyzing and synthesizing information instead of just recalling it). The following descriptions and table show the expectations of the four DOK levels in greater detail.

Level 1 (Recall of Information) generally requires students to identify, list, or define, often asking them to recall who, what, when, and where. Consequently, this level usually asks students to recall facts, terms, concepts, and trends and may ask them to identify specific information contained in documents, excerpts, quotations, maps, charts, tables, graphs, or illustrations. Items that require students to "describe" and/or "explain" could be classified at Level 1 or Level 2, depending on what is to be described and/or explained. A Level 1 "describe" and/or "explain" would require students to recall, recite, or reproduce information.

Level 2 (Basic Reasoning) includes the engagement of some mental processing beyond recalling or reproducing a response. A Level 2 "describe" and/or "explain" would require students to go beyond a description or explanation of recalled information to describe and/or explain a result or "how" or "why."

Level 3 (Complex Reasoning) requires reasoning, using evidence, and thinking on a higher and more abstract level than Level 1 and Level 2. Students will go beyond explaining or describing "how and why" to justifying the "how and why" through application and evidence. Level 3 questions often involve making connections across time and place to explain a concept or "big idea."

Level 4 (Extended Reasoning) requires the complex reasoning of Level 3 with the addition of planning, investigating, applying significant conceptual understanding, and/or developing that will most likely require an extended period of time. Students should be required to connect and relate ideas and concepts *within* the content area or *among* content areas in order to be at this highest level. The distinguishing factor for Level 4 would be a show of evidence (through a task, a product, or an extended response) that the cognitive demands have been met.

The following table identifies skills that students will need to demonstrate at each DOK level, along with question cues appropriate for each level.

Level	Skills Demonstrated	Question Cues
Level 1 Recall of Information	• Make observations • Recall information • Recognize formulas, properties, patterns, processes • Know vocabulary, definitions • Know basic concepts • Perform one-step processes • Translate from one representation to another • Identify relationships	• Tell what, when, or where • Find • List • Define • Identify; label; name • Choose; select • Compute; estimate • Express • Read from data displays • Order
Level 2 Basic Reasoning	• Apply learned information to abstract and real-life situations • Use methods, concepts, theories in abstract and real-life situations • Perform multi-step processes • Solve problems using required skills or knowledge (requires more than habitual response) • Make a decision about how to proceed • Identify and organize components of a whole • Extend patterns • Identify/describe cause and effect • Recognize unstated assumptions, make inferences • Interpret facts • Compare or contrast simple concepts/ideas	• Apply • Complete • Describe • Explain how; demonstrate • Construct data displays • Construct; draw • Analyze • Extend • Connect • Classify • Arrange • Compare; contrast

Level	Skills Demonstrated	Question Cues
Level 3 Complex Reasoning	• Solve an open-ended problem with more than one correct answer • Create a pattern • Generalize from given facts • Relate knowledge from several sources • Draw conclusions • Make predictions • Translate knowledge into new contexts • Compare and discriminate between ideas • Assess value of methods, concepts, theories, and processes • Make choices based on a reasoned argument • Verify the value of evidence, information, numbers, data	• Plan; prepare • Predict • Create; design • Ask "what if?" questions • Generalize • Justify; explain why; support; convince • Assess • Rank; grade • Test; judge • Recommend • Select • Conclude
Level 4 Extended Reasoning	• Analyze and synthesize information from multiple sources • Examine and explain alternative perspectives across a variety of sources • Describe and illustrate how common themes are found across texts from different cultures • Combine and synthesize ideas into new concepts	• Design • Connect • Synthesize • Apply concepts • Critique • Analyze • Create • Prove

SCORES

Selected-response and technology-enhanced items are machine scored. The operational items in the United States History EOC assessment consist of selected-response and technology-enhanced items.

Students will receive a scale score and an Achievement Level designation based on total test performance. In addition, students will receive information on how well they performed at the domain level. For more information on scoring, please see the *Georgia Milestones End-of-Course (EOC) Interpretive Guide for Score Reports*.

EXAMPLE ITEMS

Example items, which are representative of the applicable DOK levels across various United States History content domains, are provided.

All example and sample items contained in this guide are the property of the Georgia Department of Education.

Example Item 1

Selected-Response: 1 point

DOK Level: 1

United States History Content Domain: Colonization through the Constitution

Standard: SSUSH1. Compare and contrast the development of English settlement and colonization during the 17th Century.
  b. Explain the development of the Southern Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development.

Which statement BEST describes why the Southern colonies were established?

A. Settlers were seeking religious freedom.
B. Settlers wanted to make a profit from trade.
C. Settlers wanted to convert American Indians to their religion.
D. Settlers wanted to create more wealth for the English economy.

Correct Answer: B

Explanation of Correct Answer: The correct answer is choice (B) Settlers wanted to make a profit from trade. The climate and soil in the Southern colonies made trade in agricultural products particularly attractive to settlers. Choice (A) is incorrect because the Southern colonies were not primarily settled for religious reasons, as the New England colonies were. Choice (C) is incorrect because, although there was some interest in converting American Indians to their religion, it was not a main reason for settlement. Choice (D) is incorrect because settlers in the South were focused on economic opportunities for themselves, not for the home country they had left.

Example Item 2

Selected-Response: 1 point

DOK Level: 2

United States History Content Domain: Colonization through the Constitution

Standard: SSUSH1. Compare and contrast the development of English settlement and colonization during the 17th Century.
    a. Investigate how mercantilism and trans-Atlantic trade led to the development of colonies.

Why were the American colonies so valuable to the British Empire?

A. The colonies had industrial factories that the British lacked.
B. The colonies provided manufactured goods that could not be produced in England.
C. The colonies produced raw materials that were shipped to England.
D. The colonies were the only source of new sailors and ships for Britain's navy.

Correct Answer: C

Explanation of Correct Answer: The correct answer is choice (C) The colonies produced raw materials that were shipped to England. These raw materials were important because they were not available or reproducible in England. Choices (A), (B), and (D) are incorrect because they do not describe assets that were unique to the American colonies. The British Empire already had access to its own sailors and factories, particularly in large cities like London.
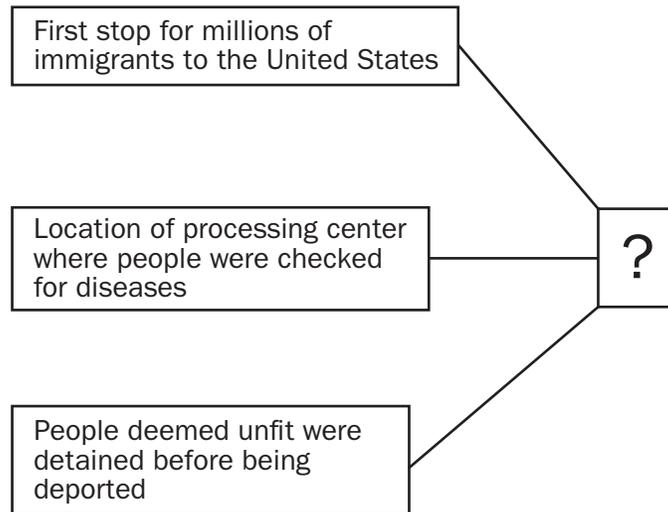
Example Item 3

Selected-Response: 1 point

DOK Level: 2

United States History Content Domain: Industrialization, Reform, and Imperialism

Standard: SSUSH11. Examine connections between the rise of big business, the growth of labor unions, and technological innovations.
   d. Describe Ellis and Angel Islands, the change in immigrants' origins and their influence on the economy, politics, and culture of the United States.

Use the information to answer the following question.

```
┌─────────────────────────────┐
│ First stop for millions of  │
│ immigrants to the United    │
│ States                      │
└─────────────────────────────┘
                                   ┌─────┐
┌─────────────────────────────┐    │  ?  │
│ Location of processing center│───│     │
│ where people were checked   │    └─────┘
│ for diseases                │
└─────────────────────────────┘

┌─────────────────────────────┐
│ People deemed unfit were    │
│ detained before being       │
│ deported                    │
└─────────────────────────────┘
```

Which location would BEST fit inside of the box?

A. Cuba
B. Ellis Island
C. Fort Sumter
D. Atlanta

Correct Answer: B

Explanation of Correct Answer: The correct answer is choice (B) Ellis Island. In the early days of the United States, Ellis Island was a symbol of freedom for immigrants, and it served as a major entry point to the country. On Ellis Island, immigrants were checked for diseases, and some were detained and deported if the processing center deemed them unfit. Choices (A) and (D) are incorrect because they were not locations where immigrants were processed into the United States during this period. Choice (C) is incorrect because it was not the location of a processing center.

Example Item 4

Selected-Response: 1 point

DOK Level: 3

United States History Content Domain: Post-World War II to the Present

Standard: SSUSH23. Assess the political, economic, and technological changes during the Reagan, George H.W. Bush, Clinton, George W. Bush, and Obama administrations.
    a. Analyze challenges faced by recent presidents including the collapse of the Soviet Union, Clinton's impeachment, the attacks of September 11, 2001, and the war against terrorism.

Use the diagram to answer the question.

| Gorbachev cannot sustain reforms; Yeltsin takes leadership and bans communist party activities. | → | Ukraine and Belarus declare independence from the Soviet Union. | → | Soviet Union is replaced by Russia and 12 independent republics. | → | The U.S. is concerned with the possibility of nuclear accidents and ethnic violence in Russia and the new republics. |

Which statement BEST describes President George H.W. Bush's reaction to the events in the diagram?

A. He advocated forming alliances with former Soviet Republics to de-stabilize Russia.
B. He worked with the Russian leader to reduce threats and reform the economy of Russia.
C. He attempted to undermine the old Russian leadership so democratic leaders could emerge.
D. He supported United Nations peacekeeping missions to the area to end unrest and ethnic purges.

Correct Answer: B

Explanation of Correct Answer: The correct answer is choice (B) He worked with the Russian leader to reduce threats and reform the economy of Russia. Bush worked with Gorbachev and Yeltsin to encourage reforms and to sign new weapons agreements to minimize threats, particularly nuclear. Choice (A) is incorrect because Bush did not advocate forming alliances with former Soviet Republics, although after the breakup, the US did have a policy of supporting self-determination, human rights, and recognition of existing borders in the republics. Choice (C) is incorrect because Bush was working with the current Russian leadership to make change, not undermine previous leaders. Bush's focus was on helping to stabilize Russia and improve relations, sometimes through promises of aid and assistance if more reforms were undertaken. Choice (D) is incorrect because while peacekeeping missions increased after the end of the Cold War, this was not the largest priority for President Bush during the period when the Soviet Union was collapsing.

Example Item 5

Selected-Response: 1 point

DOK Level: 3

United States History Content Domain: New Republic through Reconstruction

Standard: SSUSH7. Investigate political, economic, and social developments during the Age of Jackson.
a. Explain Jacksonian Democracy, including expanding suffrage, the Nullification Crisis and states' rights, and the Indian Removal Act.

Use the information to answer the question that follows.

Political Parties	Economic Policies
National Republicans	Federal government should fund roads and bridges Promoted a national bank
Jacksonian Democrats	States should fund roads and bridges Opposed a national bank

According to the chart, what inferences can be made regarding the economic policies of the two political parties?

A. Jacksonian Democrats believed the federal government should organize a national bank.
B. Jacksonian Democrats believed in restricting the role of the federal government.
C. National Republicans opposed expanding the powers of the federal government.
D. National Republicans opposed the financing of road improvements by the federal government.

Correct Answer: B

Explanation of Correct Answer: The correct answer is choice (B) Jacksonian Democrats believed in restricting the role of the federal government. Since Jacksonian Democrats believed that states, not the federal government, should control banks, roads, and bridges, one can conclude that the Jacksonian Democrats believed in restricting the federal government. Choices (A), (C), and (D) are incorrect because they present conclusions that directly contradict the data in the table. For instance, because National Republicans were in favor of a national bank and federal funding of roads and bridges, one can conclude that the National Republicans actually believed in an expansion of federal powers.

ADDITIONAL SAMPLE ITEMS

This section has two parts. The first part is a set of 21 sample items for United States History. The second part contains a table that shows for each item the standard assessed, the DOK level, the correct answer (key), and a rationale/explanation about the key and distractors. The sample items can be utilized as a mini-test to familiarize students with the item formats found on the assessment.

All example and sample items contained in this guide are the property of the Georgia Department of Education.

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Item 1

Selected-Response: 1 point

Which list describes the Mid-Atlantic Colonies?

A.
> • fertile soil
> • shipbuilding
> • farming
> • many religions

B.
> • fertile soil
> • farmland and timber
> • many religions
> • plantation economy

C.
> • sandy soil
> • swampland and fur trading
> • cold winters
> • founded for profit

D.
> • rocky soil
> • founded for religious freedom
> • settlers were mostly English
> • fishing and shipbuilding

Item 2

Selected-Response: 1 point

How did Shays' Rebellion highlight the weaknesses in the Articles of Confederation?

A. Inconsistent leadership led to laws that were constantly changing.
B. Tariffs between states made it difficult for farmers to conduct trade.
C. The central government could not support an army to act quickly and stop the rebellion.
D. The debt left over from the Revolutionary war caused people to lose confidence in their leaders.

Item 3

Selected-Response: 1 point

Which of these was a goal of the Monroe Doctrine of 1823?

A. to prevent southern states from seceding from the Union
B. to restrict European interference in the Western Hemisphere
C. to relocate American Indian peoples west of the Mississippi River
D. to resolve anti-Federalist concerns over the power of the federal government

Item 4

Selected-Response: 1 point

Use this diagram to answer the question.
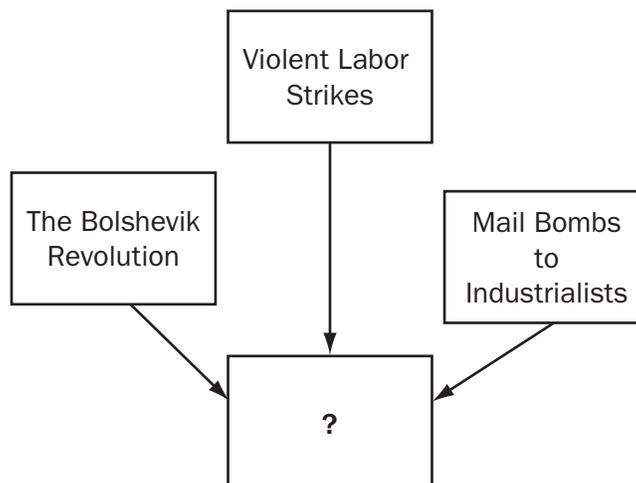
Which phrase correctly completes the diagram?

A. The Red Scare
B. The Great Depression
C. U.S. Entry into World War I
D. The Election of Franklin Roosevelt

Item 5

Multi-Part Technology-Enhanced: 2 points

Use the following information to answer the questions.

U.S. Census Information for Selected States in 1790

State	Number of Citizens	Number of Enslaved Persons	Population Represented in Congress
Georgia	53,294	29,254	70,846
Massachusetts	378,787	None	378,787
Virginia	454,973	292,637	630,555

Part A

How did the Three-Fifths Compromise affect the 1790 census results?

A. Citizens in each state were counted as three-fifths of a person.
B. Enslaved persons in each state were counted as three-fifths of a person.
C. Only three-fifths of the citizens in each state were eligible to vote in elections.
D. Only three-fifths of enslaved peoples in each state were eligible to vote in elections.

Part B

Which statement describes an immediate impact of the 1790 census information shown in the table?

A. Southern states gained more influence in the House of Representatives.
B. Slavery was declared unconstitutional and outlawed in the United States.
C. Enslaved persons in the South earned the right to participate in the electoral process.
D. Northern and Southern states went to the Supreme Court to contest the census data.

Item 6

Selected-Response: 1 point

What was one major accomplishment of the Louisiana Purchase?

A. It increased governmental expenditures for internal improvements.
B. It opened the western lands to American settlement.
C. It gave the United States access to the Pacific Ocean.
D. It reduced the nation's dependency on northern industrial development.

Item 7

Multi-Select Technology-Enhanced: 2 points

Which TWO statements accurately describe the North and the South prior to the Civil War?

A. The North had more railway lines than the South.
B. The North was more eager for a war than the South.
C. The North had more cash-crop agriculture than the South.
D. The South was more focused on shipbuilding than the North.
E. The South had more highly trained military leaders than the North.
F. The South had more access to affordable manufactured goods than the North.

Item 8

Multi-Part Technology-Enhanced: 2 points

Use the excerpt to answer the questions.

> . . . imported here like merchandise, and let out to labor under a system only half removed from slavery itself. Yet they are an important element in the industry and progress of all this side of the continent. . . . Twelve thousand of them have done nearly all the picking and drilling and shoveling and wheeling of the road from Sacramento to Salt Lake.
>
> —*Daily Alta California*, Volume 21, Number 7049, 8 July 1869

Part A

Which group of people is the MOST LIKELY subject of discussion in the excerpt?

A. cowboys
B. immigrants
C. American Indians
D. African Americans/Blacks

Part B

What task was this group of people working on?

A. moving cattle to market
B. setting up telegraph lines
C. the building of a new highway system
D. the construction of the transcontinental railroad

Item 9

Selected-Response: 1 point

Use this table to answer the question.

The Railroad and American Indian Population

Year	Miles of Railroad Track in United States	American Indian Population
1860	30,000	351,000
1870	53,000	323,000
1880	116,000	318,000
1890	208,000	265,000
1900	259,000	248,000

Which statement BEST explains the data in the table?

A. American Indian railroad laborers died from diseases and unsafe working conditions.

B. Big business purchased lands from American Indian peoples for railroad expansion.

C. American Indians migrated eastward on the railroads and assimilated into U.S. society.

D. Growth of the railroad system led to increased conflicts with American Indians.

Item 10

Selected-Response: 1 point

Which statement correctly describes a business practice of John D. Rockefeller's Standard Oil Company during the late 1800s?

A. Only native-born U.S. citizens were hired to work as laborers.
B. Cooperation with unions was encouraged to protect working conditions.
C. American Indian peoples were relocated to make room for industrial growth.
D. Smaller companies were purchased and combined to create a monopoly.

Item 11

Drop-Down Technology-Enhanced: 1 point

Complete the paragraph by selecting the correct term or phrase from each drop-down menu.

In the early 1900s, many people in the United States were concerned that drinking alcoholic beverages was causing many problems in society. This concern led to the passage of the [▾] Amendment. An unintended effect of the enactment of this amendment was an increase in [▾].

➲ Use a mouse, touchpad, or touchscreen to click the arrow beside each of the two blank boxes. When you click the arrow, a drop-down menu will appear, showing you all the possible options for that blank box. Each drop-down menu with its options is shown on the next page.

Go on to the next page to finish item 11.

Item 11. *Continued*.

In the early 1900s, many people in the United States were concerned that drinking alcoholic beverages was causing many problems in society. This concern led to the passage of the [▾] Amendment. An unintended effect of the enactment of this amendment was an increase in [▾].

> Seventeenth
> Eighteenth
> Nineteenth

In the early 1900s, many people in the United States were concerned that drinking alcoholic beverages was causing many problems in society. This concern led to the passage of the [▾] Amendment. An unintended effect of the enactment of this amendment was an increase in [▾].

> the rate of immigration
> the amount of organized crime
> the number of eligible voters

Item 12

Selected-Response: 1 point

How did television news reports about the Vietnam War MOST affect American public opinion?

A. by encouraging patriotism
B. by restoring faith in the government
C. by strengthening the anti-war movement
D. by causing widespread fear of the war at home

Item 13

Multi-Select Technology-Enhanced: 2 points

Examine the excerpt.

> I HAVE TODAY signed into law H. R. 13247, the National Defense Education Act. This Act, which is an emergency undertaking to be terminated after four years, will in that time do much to strengthen our American system of education so that it can meet the broad and increasing demands imposed upon it by considerations of basic national security.
>
> —statement by President Eisenhower, upon signing the National Defense Education Act, September 2, 1958

Which TWO factors MOST LIKELY spurred the passing of the legislation mentioned above?

A. the ending of World War II
B. the surprise attack on Pearl Harbor
C. the successful launch of Sputnik into space
D. the increase of consumerism in the United States
E. the sale of books and articles criticizing the lack of science education
F. the fear that public education was not as successful as in other countries

Item 14

Selected-Response: 1 point

How did the Watergate scandal of the 1970s impact the United States?

A. Public trust in the honesty of the U.S. federal government declined.
B. Political tensions between China and the U.S. increased.
C. Federal oversight of U.S. weapons sales to foreign nations expanded.
D. Congressional support for U.S. involvement in peace talks decreased.

Item 15

Drag-and-Drop Technology-Enhanced: 2 points

Read the text and then complete the task.

An "unintended consequence" is when one action is taken with an expected result, but the result ends up being different and unexpected. The American Revolution was an unintended consequence of the British policy of Salutary Neglect.

In 1721, the British Prime Minister Robert Walpole decided to ease economic and political control over the colonies. He believed the increased freedom would make the colonies wealthier, as well as Great Britain. He was correct; both Britain and the colonies prospered.

The colonists enjoyed many methods to govern themselves and grew accustomed to their increased freedoms. When the British began to restrict these economic and political freedoms in the 1760s, the colonists became angry, which eventually led to the American Revolution.

Examine Prime Minister Robert Walpole's actions in the left column of the chart. Move FOUR unintended consequences of his actions into the right column of the chart.

Action	Unintended Consequence
• reduced enforcement of the navigation acts, which increased colonial trade with other European nations	•
• allowed colonies to elect colonial legislatures	•
• allowed colonies to control their own budgets and taxation	•
• allowed colonies to decide who could vote in local and colonial elections	•

control of laws   less economic reliance on Britain

developed a separate identity from Britain   signed military treaties with foreign nations

developed self-governance   increased taxes on imported goods from Britain

➔ Use a mouse, touchpad, or touchscreen to move the unintended consequences into the chart. Each unintended consequence can be used once. Some will not be used.

Item 16

Drag-and-Drop Technology-Enhanced: 2 points

President James K. Polk's policy choices were based on a desire to increase the economic power of the United States. Move the THREE actions that helped him achieve that goal into the box.

-
-
-

encouraging Americans to fulfill Manifest Destiny

passing laws to encourage the settlement of lands in the West

signing a treaty with Texas to add territory to the United States

fighting a war with Mexico to show U.S. military strength

building a transcontinental railroad to link the East and the West

annexing Oregon to increase the size of the United States

➲ Use a mouse, touchpad, or touchscreen to move the actions into the box. Each action can be used once. Some will not be used.

Item 17

Drag-and-Drop Technology-Enhanced: 2 points

During the 1800s, the United States was expanding westward. Many Plains Indians resisted the expansion. What did the U.S. government do in response to the Plains Indians' resistance to the expansion?

Move the TWO correct responses into the box.

Ways the U.S. Government Responded to the Plains Indians' Resistance to Westward Expansion
• •

It engaged in numerous military battles.

It slowed the number of settlers moving west.

It trained American Indians to work in factories.

It relocated American Indians onto reservations.

It encouraged interest in American Indian culture.

It halted the building of the transcontinental railroad.

➡ Use a mouse, touchpad, or touchscreen to move the responses into the box. Each response can be used once. Some will not be used.

Item 18

Drag-and-Drop Technology-Enhanced: 2 points

Use the map to complete the task.

The Cold War spanned more than forty years and occurred in many places around the world. The map shows three countries where the United States used the policy of containment to attempt to prevent a communist takeover of these governments. Move an option into the box for each country to assess the success, partial success, or failure of containment in that country. Each option can be used more than once or not at all.

Failure: The country became communist.

Success: The country remained noncommunist.

Partial Success: The country was divided between noncommunist and communist governments.

Click To Respond

➔ Due to the size of the response area, this item has a "Click To Respond" button on the screen. Clicking this button will bring up the response area at full size.

Go on to the next page to finish item 18.

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Item 18. *Continued*.

Failure: The country became communist.

Success: The country remained noncommunist.

Partial Success: The country was divided between noncommunist and communist governments.

➲ Use a mouse, touchpad, or touchscreen to move an option into each box. Each option can be used more than once or not at all.

Item 19

Drop-Down Technology-Enhanced: 1 point

Use the list to answer the question.

- rum
- iron
- sugar
- indigo
- molasses
- tobacco

Complete the paragraph by selecting the correct phrase or term from each drop-down menu.

The elements in the list were all vital to the development of [＿＿＿＿＿▾] in the British colonies during the 17th century. One reason the British developed colonies was because of the economic theory of [＿＿＿▾], or the belief that a country can increase its wealth by increasing exports and reducing imports.

➲ Use a mouse, touchpad, or touchscreen to click the arrow beside each of the two blank boxes. When you click the arrow, a drop-down menu will appear, showing you all the possible options for the blank box. Each drop-down menu with its options is shown below.

The elements in the list were all vital to the development of [＿＿＿＿＿▾] in the British colonies during the 17th century. One reason the British developed colonies wa[s] [＿＿＿] y of [＿＿▾], or the belief that a country can increase its wealth by increasing e[xports]

the fur trade	
the trans-Atlantic trade	socialism
the Mid-Atlantic economy	capitalism
	mercantilism

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Item 20

Drag-and-Drop Technology-Enhanced: 1 point

Complete the diagram by moving and placing the correct phrase into each empty box.

| | | | |

fear of losing
economic
stability

increased
abolitionist activity

decreased demand
for slaves in
slave markets

decreased number of
court rulings in favor
of slaveholding
interests

increased fear
of slave rebellions

increased political
pressure to
protect the
institution of slavery

increased use of new
technology to
replace human
labor in the fields

➡ Use a mouse, touchpad, or touchscreen to move the correct phrases into the diagram.

Item 21

Drop-Down Technology-Enhanced: 2 points

Complete the paragraph by selecting the correct phrase from each drop-down menu.

There were many types of Progressive-Era reforms. Reforms such as [▾] empowered citizens of the United States. In addition, reforms such as [▾] made the workplace safer for people living in the United States.

➡ Use a mouse, touchpad, or touchscreen to click the arrow beside each of the two blank boxes. When you click the arrow, a drop-down menu will appear, showing you all the possible options for that blank box. Each drop-down menu with its options is shown below.

There were many types of Progressive-Era reforms. Reforms such as [▾] empowered citizens of the United States. In addition, reforms such as [ ] workplace safer for people living in the United States.

directly electing senators
lowering the voting age to eighteen
extending suffrage to former slaves
ending the collection of poll taxes

There were many types of Progressive-Era reforms. Reforms such as [▾] empowered citizens of the United States. In addition, reforms such as [▾] made the workplace safer for people living in the United States.

creating the NAACP
passing child labor laws
repealing the Eighteenth Amendment
ensuring equal pay for men and women

ADDITIONAL SAMPLE ITEM KEYS

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
1	SSUSH1d	2	A	The correct answer is choice (A) fertile soil, shipbuilding, farming, many religions. The Mid-Atlantic colonies had the benefits of a more moderate climate than the New England and the Southern colonies, and had a larger diversity of beliefs and occupations than in other colonies. Choice (B) is incorrect because the Mid-Atlantic colonies did not have a primarily plantation economy, nor did they have a great deal of timber as the New England colonies did. Choice (C) is incorrect because the Mid-Atlantic colonies did not have particularly cold winters or sandy soil, as in New England. Choice (D) is incorrect because this set of characteristics best describes the New England colonies.
2	SSUSH5b	2	C	The correct answer is choice (C) The central government could not support an army to act quickly and stop the rebellion. Choice (A) is incorrect because there was inconsistent leadership at the time, but this was not the primary cause for the rebellion. Choice (B) is incorrect because while states created their own tariffs, the main issue was that farmers were being taxed and could not afford to pay their bills. They were not hampered in conducting trade. Choice (D) is incorrect because the rebellion was about people being in an economic depression and feeling that the government was expecting them to pay more than they could afford, not because war debts caused a loss of confidence.
3	SSUSH6e	1	B	The correct answer is choice (B) to restrict European interference in the Western Hemisphere. The Monroe Doctrine claimed the Western Hemisphere for U.S. interests. It warned Europe to stay out of Western affairs and to stop trying to colonize the Western Hemisphere. Choices (A), (C), and (D) are incorrect because they reference domestic concerns rather than international concerns.

Item	Standard/Element	DOK Level	Correct Answer	Explanation
4	SSUSH16a	2	A	The correct answer is choice (A) The Red Scare. Following World War I, hysteria broke out over the potential threat that the Soviet Union posed to the United States. The diagram shows several events that were associated with the Soviet Union and that caused the Red Scare to spread. The Bolshevik Revolution in 1917 put a radical party in power in the Soviet Union, and violent strikes and mail bombings in the United States were blamed on Communists. Choices (B), (C), and (D) are incorrect because they are not directly connected to the Soviet Union.
5	SSUSH5c	3	B, A	**Part A** The correct answer is choice (B) Enslaved persons in each state were counted as three-fifths of a person. This meant that the Southern slave-holding states got representation based on part of their enslaved population, even though that population had no actual voice in the government, while the Northern states did not (or received very little, as their enslaved populations were much smaller). Choice (A) is incorrect because only enslaved persons were counted as three-fifths of a person and they were not citizens. Choice (C) is incorrect because the three-fifths ruling did not have anything to do with how many people could vote, just how many people were used for congressional representation. Choice (D) is incorrect because no enslaved persons were eligible to vote in elections. **Part B** The correct answer is choice (A) Southern states gained more influence in the House of Representatives. By allowing three-fifths of the enslaved population to be counted for representation purposes, Southern populations were inflated compared to Northern ones, giving the Southern states more influence. Choice (B) is incorrect because slavery was not outlawed until many years later. Choice (C) is incorrect because enslaved persons were not given the right to participate in the electoral process. Choice (D) is incorrect because this first Census data was not contested by the states at the Supreme Court level. There was concern that the population had been undercounted due to accessibility and transportation issues, but this was not brought to the level of the Supreme Court.

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
6	SSUSH6c	1	B	The correct answer is choice (B) It opened the western lands to American settlement. The Louisiana Purchase included a large amount of land, ultimately allowing the United States to establish part or all of 15 different states in the West. Choice (A) is incorrect because the Louisiana Purchase did not increase expenditures for internal improvements. Choice (C) is incorrect because the land included in the Louisiana Purchase did not stretch as far as the Pacific Ocean. Choice (D) is incorrect because the Louisiana Purchase did not have a pronounced effect on industry.
7	SSUSH9a	3	A, E	The correct answers are choices (A) The North had more railway lines than the South, and (E) The South had more highly trained military leaders than the North. Northern railway lines were developed earlier and were more widespread than Southern railways during this period, and the South had more leaders with better military training than the North did. Choice (B) is incorrect because neither side was eager for a war, and the South may have had more reason to encourage one because it felt that its rights were being violated. Choice (C) is incorrect because the South had a more cash crop–based economy than the North. Choice (D) is incorrect because shipbuilding was more prevalent in the North. Choice (F) is incorrect because Northerners had more trade agreements and easier access to manufactured goods from both home and abroad.

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
8	SSUSH12a	3	B, D	**Part A** The correct answer is choice (B) immigrants. Many of the workers for the Central Pacific Railroad Company (two-thirds, by some accounts) on the transcontinental railroad were Chinese immigrant laborers who faced discrimination, hard labor, and chaotic management styles in the railroad industry. The Union Pacific Railroad employed Irish immigrants. Choice (A) is incorrect because cowboys were not used on the railroad and the quote does not describe the work of the cowboys. Choice (C) is incorrect because American Indians were not used for work on the railroad in large numbers. Choice (D) is incorrect because very few African Americans/Blacks were employed in construction of the transcontinental railroad. **Part B** The correct answer is choice (D) the construction of the transcontinental railroad. After having some labor issues with workers on the railroad, industry leaders were convinced to hire Chinese immigrants in the hopes that some competition would improve the work of the current laborers, and that a new group of workers might be more effective. Choice (A) is incorrect because the task being described is not that of moving cattle to market, although cattle were often moved to Chicago or other meat-packing centers by railroad once cowboys had driven them to the stations. Choice (B) is incorrect because setting up telegraph lines is not the task being described in the quotation. Telegraph lines reached California in the early 1860s. Choice (C) is incorrect because the new highway system was built long after 1869.
9	SSUSH12b	3	D	The correct answer is choice (D) Growth of the railroad system led to increased conflicts with American Indians. This answer choice reflects the growing size of the U.S. railroad system as well as the dwindling American Indian population, both of which are shown in the data. Choices (A), (B), and (C) are incorrect because they reference only one data point and make conjectures about it. They do not consider the full table.

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
10	SSUSH11b	2	D	The correct answer is choice (D) Smaller companies were purchased and combined to create a monopoly. At its peak, Rockefeller's overall company controlled about 90 percent of all refineries and pipelines in the United States. Choices (A), (B), and (C) are incorrect because they describe practices and events in which Rockefeller was not involved, such as the Trail of Tears.
11	SSUSH16b	2	N/A	See scoring rubric and exemplar response on page 51.
12	SSUSH21c	2	C	The correct answer is choice (C) by strengthening the anti-war movement. The graphic images and news reports that were delivered from the war convinced many at home that it was a war that could not be won and that the cost was too high for the possible gain. Choice (A) is incorrect because the circumstances of the Vietnam War, its unpopularity at home, and the images shown on television did not inspire patriotism. Choice (B) is incorrect because the news reports reduced faith in the government and how it was handling the war. Choice (D) is incorrect because while the news reports spread fear, it was more fear for the soldiers who were in Vietnam than it was for fear of the war reaching the United States.

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
13	SSUSH20c	3	C, F	The correct answers are choices (C) the successful launch of Sputnik into space, and (F) the fear that public education was not as successful as in other countries. The launch of Sputnik caused Americans to fear that they were "falling behind" in technology and space exploration, as compared to the rest of the world. During the Cold War arms race, the fear of being technologically disadvantaged led to a fear of being defeated and overwhelmed by new weaponry. There was concern that if the Soviets could launch a satellite into space, they would also be able to launch weapons into space. Choice (A) is incorrect, because Sputnik was long after the end of World War II and WWII did not encourage this fear of "falling behind" that was part of the arms race. Choice (B) is incorrect because the attack on Pearl Harbor did not encourage the development of more science and math education in schools. Choice (D) is incorrect because while an increase in consumerism in a market economy may lead to the desire for new technology-based products, this was not the case at the time. Choice (E) is incorrect because, while there were some writings criticizing American education at the time, the launch of Sputnik and the accompanying fear of being at a military disadvantage were the primary reasons.
14	SSUSH22b	2	A	The correct answer is choice (A) Public trust in the honesty of the U.S. federal government declined. The Watergate scandal refers to an attempt by former President Nixon to cover up acts of espionage by members of his re-election campaign. They broke into the Watergate building in Washington, DC, so they could tap phones and steal secret documents. The scandal resulted in Nixon's resignation and the loss of U.S. citizens' trust. Choices (B), (C), and (D) are incorrect because although they describe other issues facing the United States during this time period, they are unrelated to the Watergate scandal and its aftermath.
15	SSUSH2c	3	N/A	See scoring rubric and exemplar response beginning on page 52.
16	SSUSH8b	3	N/A	See scoring rubric and exemplar response beginning on page 54.
17	SSUSH12c	2	N/A	See scoring rubric and exemplar response on page 56.

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
18	SSUSH21a	3	N/A	See scoring rubric and exemplar response on page 57.
19	SSUSH1a	2	N/A	See scoring rubric and exemplar response on page 58.
20	SSUSH7d	2	N/A	See scoring rubric and exemplar response on page 59.
21	SSUSH13d	2	N/A	See scoring rubric and exemplar response on page 60.

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EXAMPLE SCORING RUBRICS AND EXEMPLAR RESPONSES

Item 11

Scoring Rubric

Points	Description
1	The student correctly selects both drop-down menu options.
0	The student correctly selects one or no drop-down menu options.

Exemplar Response

The correct response is shown below.

In the early 1900s, many people in the United States were concerned that drinking alcoholic beverages was causing many problems in society. This concern led to the passage of the [Eighteenth ▾] Amendment. An unintended effect of the enactment of this amendment was an increase in [the amount of organized crime ▾].

The correct responses are "Eighteenth" and "the amount of organized crime." The Eighteenth Amendment prohibited the manufacture, sale, or transportation of intoxicating liquors. The prohibition of alcohol created a business opportunity for organized crime, leading to an increase in the wealth and power of criminal organizations. Criminals took control of the alcoholic beverage industry after the passage of the Eighteenth Amendment.

Item 15

Scoring Rubric

Points	Description
2	The student correctly identifies four options.
1	The student correctly identifies two or three options.
0	The student correctly identifies one or no options.

Exemplar Response

The correct response is shown below.

Action	Unintended Consequence
• reduced enforcement of the navigation acts, which increased colonial trade with other European nations	• less economic reliance on Britain
• allowed colonies to elect colonial legislatures	• control of laws
• allowed colonies to control their own budgets and taxation	• developed self-governance
• allowed colonies to decide who could vote in local and colonial elections	• developed a separate identity from Britain

signed military treaties
with foreign nations

increased taxes on
imported goods
from Britain

Go on to the next page to finish item 15.

Item 15

The correct responses are "less economic reliance on Britain," "control of laws," "developed self-governance," and "developed a separate identity from Britain." The unintended consequence of less economic reliance on Britain is correct because the colonies were able to trade with *all* European nations, especially France and Holland, which brought additional wealth to the colonies. Control of laws was another unintended consequence because as the colonies became more independent of Britain, they were able to write and administer laws that fit the needs of the colonies and not Britain. The colonies developed self-governance because having control of budgets and taxation, an extremely rare power in colonial governments, gave the colonists—not the British parliament—the ability to decide what to tax and what to spend the revenue on. The colonies also developed a separate identity from Britain because the colonists having control over voting meant they were making decisions about not only government structure and policy but also, perhaps more importantly, who could vote. Suffrage was much more common in the colonies than it was in Britain. "Signed military treaties with foreign nations" is an incorrect response because the colonial governments did not have the power to sign treaties, especially military treaties, with foreign nations. "Increased taxes on imported goods from Britain" is an incorrect response because if the colonial governments had taxed British imports, they would have lost the political and economic freedoms they had gained under Walpole's policy of Salutary Neglect.

Item 16

Scoring Rubric

Points	Description
2	The student correctly identifies three options.
1	The student correctly identifies two options.
0	The student correctly identifies one or no options.

Exemplar Response

The correct response is shown below.

```
┌─────────────────────────────────────────────────────────┐
│ 🔲                                                    ? │
├─────────────────────────────────────────────────────────┤
│                                                         │
│   ┌─────────────────────────────────────────────────┐  │
│   │ • encouraging Americans to fulfill Manifest      │  │
│   │   Destiny                                        │  │
│   │                                                  │  │
│   │ • signing a treaty with Texas to add territory   │  │
│   │   to the United States                           │  │
│   │ • annexing Oregon to increase the size of the    │  │
│   │   United States                                  │  │
│   └─────────────────────────────────────────────────┘  │
│                                                         │
│                                                         │
│   passing laws to encourage the settlement of lands     │
│   in the West                                           │
│                                                         │
│                                                         │
│   fighting a war with Mexico to show U.S. military      │
│   strength                                              │
│                                                         │
│   building a transcontinental railroad to link the      │
│   East and the West                                     │
│                                                         │
└─────────────────────────────────────────────────────────┘
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Go on to the next page to finish item 16.

Item 16

The correct responses are "encouraging Americans to fulfill Manifest Destiny," "signing a treaty with Texas to add territory to the United States," and "annexing Oregon to increase the size of the United States." The choice of encouraging Americans to fulfill Manifest Destiny meant that as settlers moved into new lands in the West, they were able to expand the economy of the United States. New farms and towns were established, and transportation routes were built. This allowed more settlers to move into the area, and then farther west. Signing a treaty with Texas to add territory to the United States was politically popular and allowed the United States to acquire new lands without conflict or cost. In annexing Oregon to increase the size of the United States, President Polk was required to negotiate with the British to find a compromise concerning the Oregon Territory. He also had to negotiate with members of Congress, who wanted a greater share of the disputed land. The United States secured territory that added immense economic value while removing the threat of future conflict with Britain. "Passing laws to encourage the settlement of lands in the West" is an incorrect response because this did not occur under the presidency of James K. Polk. Rather, it occurred with the passage of the Homestead Act of 1862 under President Abraham Lincoln. "Fighting a war with Mexico to show U.S. military strength" is an incorrect response because Polk was not interested in a war to show the power of the U.S. military. Instead, he wanted to reinforce the United States' claim on Texas after it entered the Union in 1845. "Building a transcontinental railroad to link the East and the West" is an incorrect response because construction of the transcontinental railroad did not begin until 1863.

Item 17

Scoring Rubric

Points	Description
2	The student correctly identifies two options.
1	The student correctly identifies one option.
0	The student does not correctly identify any options.

Exemplar Response

The correct response is shown below.

The correct responses are "It engaged in numerous military battles" and "It relocated American Indians onto reservations." The resistance of the Plains Indians to westward expansion was met by military action by the United States. While the Plains Indians did win some key battles, they were no match for the U.S. military. As a way to end the fighting, the U.S. government allowed the Plains Indians to continue their way of life on reservations within Oklahoma and the Dakota Territory. "It slowed the number of settlers moving west" and "It trained American Indians to work in factories" are incorrect responses because the resistance of Plains Indians did not deter settlers, nor did it lead to American Indians being trained to work in factories. "It encouraged interest in American Indian culture" and "It halted the building of the transcontinental railroad" are actions the United States could have taken to end the resistance by the Plains Indians, but these actions did not occur.
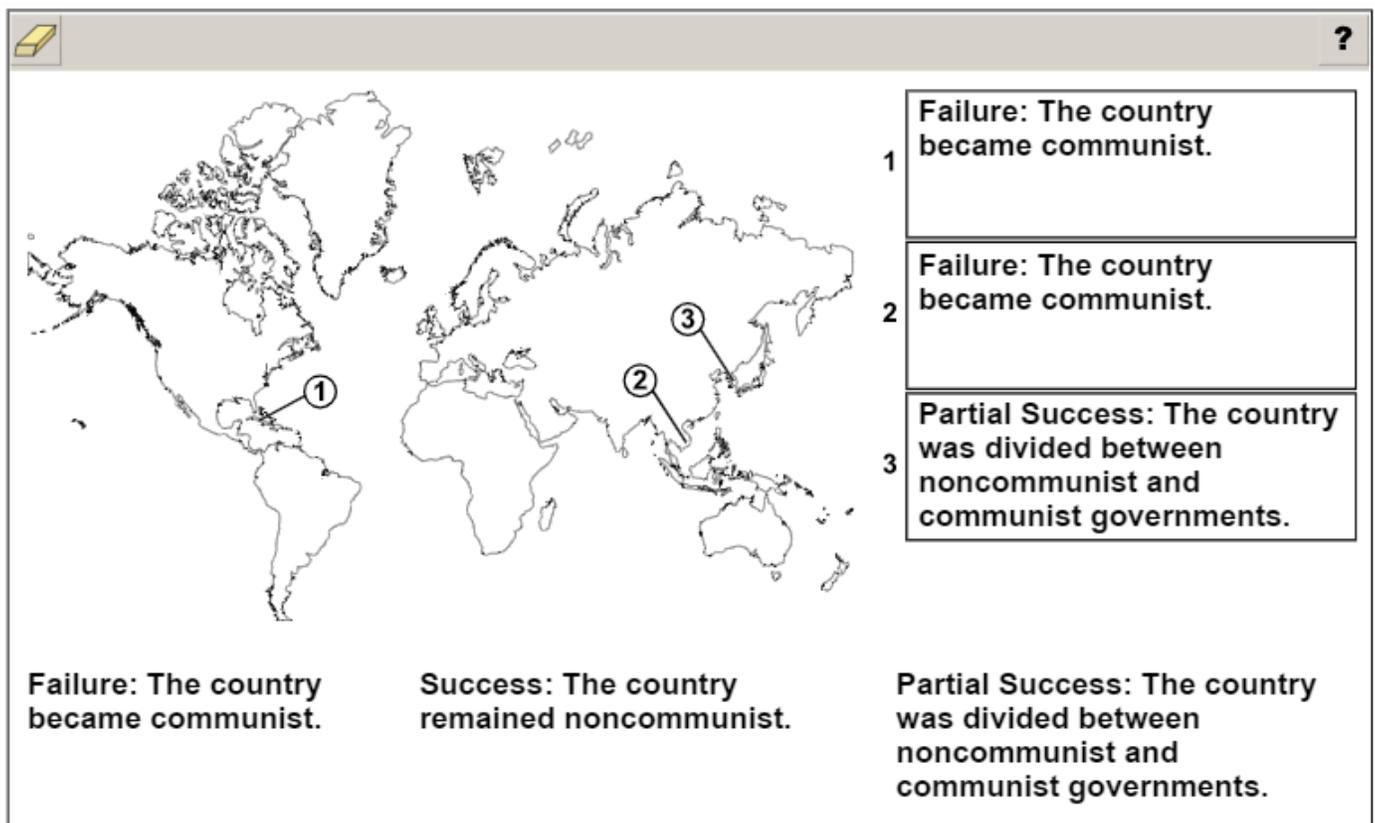
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Item 18

Scoring Rubric

Points	Description
2	The student correctly identifies three options.
1	The student correctly identifies two options.
0	The student correctly identifies one or no options.

Exemplar Response

The correct response is shown below.

The correct response for the first box is "Failure: The country became communist." With the victory of Fidel Castro's forces in 1959, Cuba became, and remains, a communist nation. The correct response for the second box is "Failure: The country became communist." North Vietnam became communist after World War II in 1945. South Vietnam was noncommunist from the end of World War II until its government was overthrown by communist militaries in 1975. It remains a communist nation. The correct response for the third box is "Partial Success: The country was divided between noncommunist and communist governments." When World War II ended, the Soviet Union controlled what is now North Korea and the United States controlled what is now South Korea. The Soviet Union installed a communist government in North Korea, and the United States installed a noncommunist government in South Korea. The Korean War was fought between 1950 and 1953 and is considered a major example of President Truman's containment policy. The end of the war did not change the governments of either nation, and tensions on the Korean peninsula remain high.

Item 19

Scoring Rubric

Points	Description
1	The student correctly selects both drop-down menu options.
0	The student correctly selects one or no drop-down menu options.

Exemplar Response

The correct response is shown below.

The elements in the list were all vital to the development of [the trans-Atlantic trade ▾] in the British colonies during the 17th century. One reason the British developed colonies was because of the economic theory of [mercantilism ▾], or the belief that a country can increase its wealth by increasing exports and reducing imports.

The correct responses are "the trans-Atlantic trade" and "mercantilism." The elements shown on the list are the raw materials and finished goods traded between North America, Europe, and Africa during the colonial era. The economic theory of mercantilism is what drove European nations to acquire and develop colonies in order to gain access to raw materials.
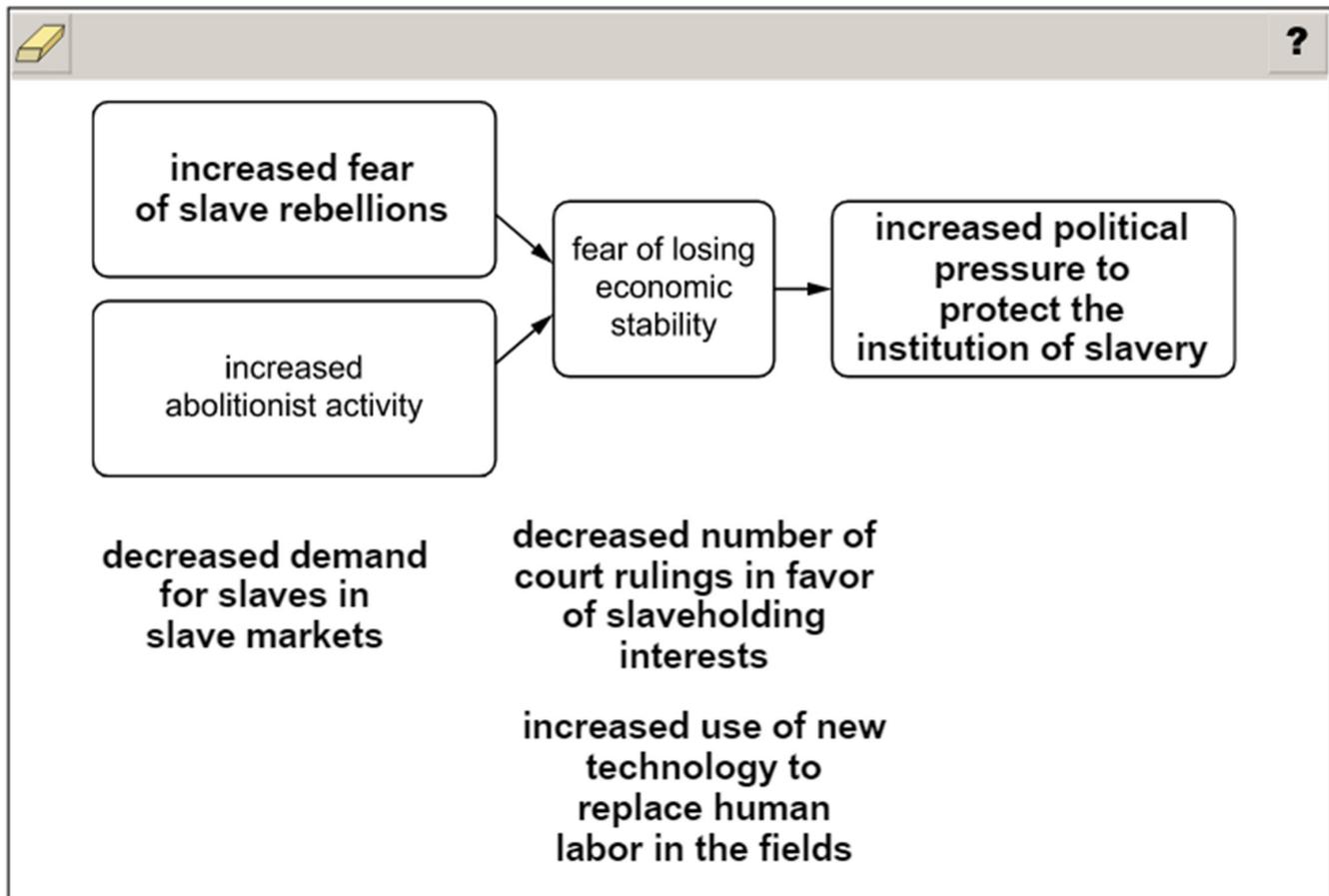
Item 20

Scoring Rubric

Points	Description
1	The student correctly completes the diagram.
0	The student correctly completes one or no part of the diagram.

Exemplar Response

The correct response is shown below.

The correct response for the first empty box is "increased fear of slave rebellions." The correct response for the second empty box is "increased political pressure to protect the institution of slavery." Many Southerners' concerns for their safety, economic stability, and way of life led them to encourage their political leaders to strengthen the rights of slaveholders.

Item 21

Scoring Rubric

Points	Description
2	The student correctly selects both drop-down menu options.
1	The student correctly selects one drop-down menu option.
0	The student correctly selects no drop-down menu options.

Exemplar Response

The correct response is shown below.

There were many types of Progressive-Era reforms. Reforms such as | directly electing senators ▾ | empowered citizens of the United States. In addition, reforms such as | passing child labor laws ▾ | made the workplace safer for people living in the United States.

The correct responses are "directly electing senators" and "passing child labor laws." The Progressive movement was led by reformers who wanted to improve both society and politics in the United States. Before the passage of the Seventeenth Amendment, state legislators voted for U.S. senators. The passage of the Seventeenth Amendment gave citizens more political power by allowing them to directly elect their senators to Congress. Senators needed to work in the best interest of the citizens that elected them, not other politicians, in order to be reelected. The passage of child labor laws protected workers in the United States by creating laws that set a minimum age for employment and restricted the types of work children could do.

END OF UNITED STATES HISTORY

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