

Georgia Milestones

Assessment System



Assessment Guide United States History



Assessment Guide

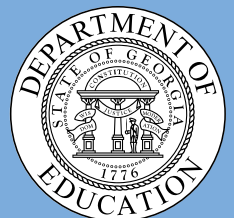


Table of Contents

PURPOSE OF THIS GUIDE	3
ASSESSMENT DESIGN	4
REPORTING CATEGORIES AND CONTENT STANDARDS	4
DEPTH OF KNOWLEDGE	5
ASSESSMENT DESIGN	6
DESCRIPTION OF TEST FORMAT AND ORGANIZATION	7
ALIGNMENT TO STANDARDS	7
ITEM TYPES	7
SOCIAL STUDIES SUPPLEMENTAL RESOURCE FOR INSTRUCTIONAL AND ASSESSMENT PRACTICES	8
DEPTH OF KNOWLEDGE (DOK) EXAMPLE ITEMS	9
ADDITIONAL SAMPLE ITEMS	14
ADDITIONAL SAMPLE ITEM KEYS	32
EXAMPLE SCORING RUBRICS AND EXEMPLAR RESPONSES	38

PURPOSE OF THIS GUIDE

The Georgia Milestones End-of-Grade (EOG) and End-of-Course (EOC) Assessment Guides are provided to acquaint Georgia educators and other stakeholders with the structure and content assessed by the tests. Importantly, the guides are 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 rather than large-scale summative assessment. While those standards are not included on the tests, and therefore are not included in the Assessment Guides, 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 content area can limit students' opportunities to learn and show what they know and can do on the assessments.

The Georgia Milestones EOG and EOC Assessment Guides are in no way intended to substitute for the state-mandated content standards; the guides are provided to help educators better understand the structure and content of the assessments, *but the guides are not all-encompassing of the knowledge, concepts, and skills covered in the corresponding grade or course assessed on the tests.* The state-adopted content standards and associated standards-based instructional resources, such as the Content Frameworks, should be used to plan instruction. The Assessment Guides 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 Guides are intended to be descriptive of the assessment program and should not be considered all-inclusive. The state-adopted content standards are located at www.georgiastandards.org.

Please see the *Assessment Guide: Introduction and Overview* document for valuable information about the Georgia Milestones Assessment System. The Introduction and Overview document also provides crucial information **for all content areas** about the following:

- testing schedules
- depth of knowledge descriptors
- scores
- test format and organization
- item types

The information in this Assessment Guide is specific to the United States History EOC assessment.

ASSESSMENT DESIGN

Reporting Categories and Content Standards

The content of the assessment is organized into five groupings, or domains, of standards to provide 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, and 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 that may 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 EOC Assessment Reporting Categories and Content Standards

Reporting Category/Domain	Content Standards Assessed	Approximate # of Points	Approximate % of Test
Colonization through the Constitution	SSUSH.1 (a, b, c, d)	7–8	16%
	SSUSH.2 (a, b, c, d)		
	SSUSH.3 (a, b, c)		
	SSUSH.4 (a, b, c, d, e, f)		
	SSUSH.5 (a, b, c, d, e)		
New Republic through Reconstruction	SSUSH.6 (a, b, c, d, e)	9	20%
	SSUSH.7 (a, b, c, d)		
	SSUSH.8 (a, b, c, d, e)		
	SSUSH.9 (a, b, c, d)		
	SSUSH.10 (a, b, c, d, e)		

Reporting Category/Domain	Content Standards Assessed	Approximate # of Points	Approximate % of Test
Industrialization, Reform, and Imperialism	SSUSH.11 (a, b, c, d, e)	7–8	16%
	SSUSH.12 (a, b, c)		
	SSUSH.13 (a, b, c, d)		
	SSUSH.14 (a, b)		
Establishment as a World Power	SSUSH.15 (a, b, c)	11	24%
	SSUSH.16 (a, b, c, d, e)		
	SSUSH.17 (a, b, c)		
	SSUSH.18 (a, b, c, d)		
	SSUSH.19 (a, b, c, d, e)		
Post–World War II to the Present	SSUSH.20 (a, b, c)	11	24%
	SSUSH.21 (a, b, c, d, e)		
	SSUSH.22 (a, b)		
	SSUSH.23 (a, b, c, d)		
Total		46	100%

Depth of Knowledge

Depth of Knowledge (DOK) is measured on a scale of 1 to 4 and refers to the level of cognitive demand (different kinds of thinking) required to complete an assessment item.

Expectations of the Four DOK Levels on the United States History EOC Assessment

Depth of Knowledge	Approximate # of Points	Approximate % of Test
Level 1	2 to 7	5% to 15%
Level 2	30 to 35	65% to 75%
Level 3	7 to 12	15% to 25%
Level 4	N/A	N/A

Assessment Design

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

United States History EOC Assessment Design

Item Type	# of Items	# 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
Total⁴	42	46

¹**Technology-Enhanced Items:** 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 input.

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 blueprint that communicates the structure of the Georgia Milestones measures for United States History is available at <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-Test-Blueprints.aspx>.

DESCRIPTION OF TEST FORMAT AND ORGANIZATION

Alignment to Standards

The test items on Georgia Milestones are aligned to the Georgia academic standards for each course and content area. The content standards describe what a student is expected to know and do. The Georgia Milestones test items have been written to assess the content knowledge and skills that are described in the academic content standards. During the item development process, Georgia educators review the items to ensure there is a match between the items and standards. Links to the academic standards and support documents are available on the Georgia Department of Education website at <https://www.georgiastandards.org>.

Item Types

Please see the *Assessment Guide: Introduction and Overview* document for detailed descriptions of each item type used on the assessment.

The following table clarifies what item types are used in this assessment.

United States History EOC Assessment Item Types

Item Types	United States History
Selected-Response/Multiple-Choice (1 pt)	X
Constructed-Response¹	
Constructed-Response (2 pts)	
Extended Constructed-Response (4 pts)	
Extended Writing-Response (7 pts)	
Technology-Enhanced (1 pt or 2 pts)	
Multiple-Select	X
Multiple-Part	X
Evidence-Based Selected-Response	
Drag-and-Drop	X
Graphing	
Drop-Down Input	X
Keypad-Input	

¹These item types require the student to type or write a response and are often referred to as open-ended items.

Social Studies Supplemental Resource for Instructional and Assessment Practices

The *Social Studies Supplemental Resource for Instructional and Assessment Practices* resource contains an extended list of content-related proper nouns to supplement the language of the standards for use in assessment items. To access this resource, follow the instructions below:

1. Go to https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Milestones_Resources.aspx.
2. Scroll down to “Educator Resources.”
3. In the second column of “Educator Resources,” select “Social Studies Supplemental Resource for Instructional and Assessment Practices.”

DEPTH OF KNOWLEDGE (DOK) 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?

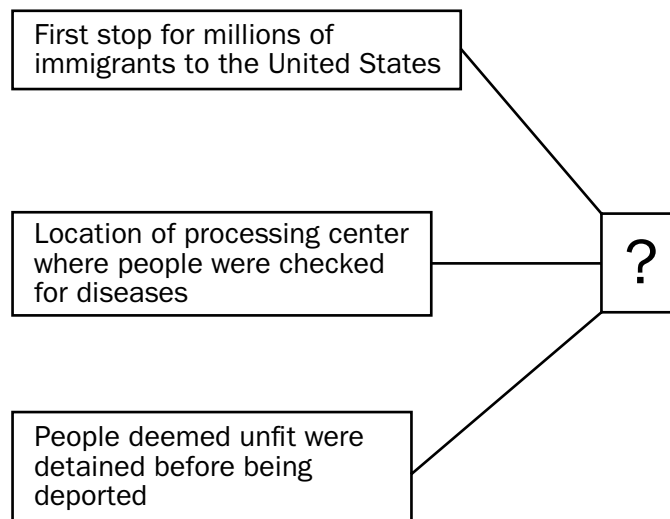
- A. The colonies had industrial factories that the British lacked.
- B. The colonies provided manufactured goods that could not be produced in England.
- C. The colonies produced raw materials that were shipped to England.
- D. The colonies were the only source of new sailors and ships for Britain's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

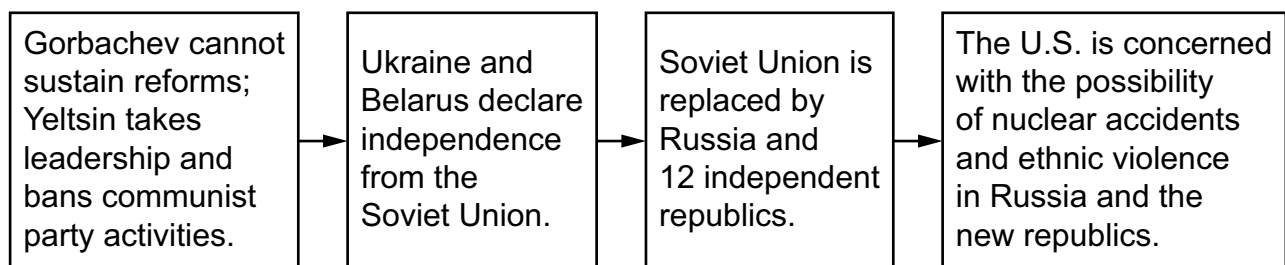
DOK Level: 3

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.



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 three 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 third part contains the correct answer (key), rubrics, and a rationale/explanation about the correct answer for technology-enhanced items. 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.

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

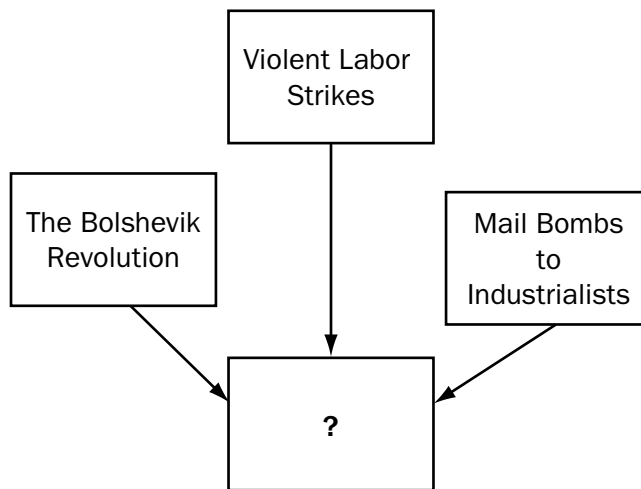
Which of these was a goal of the Monroe Doctrine of 1823?

- 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
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • • •
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.

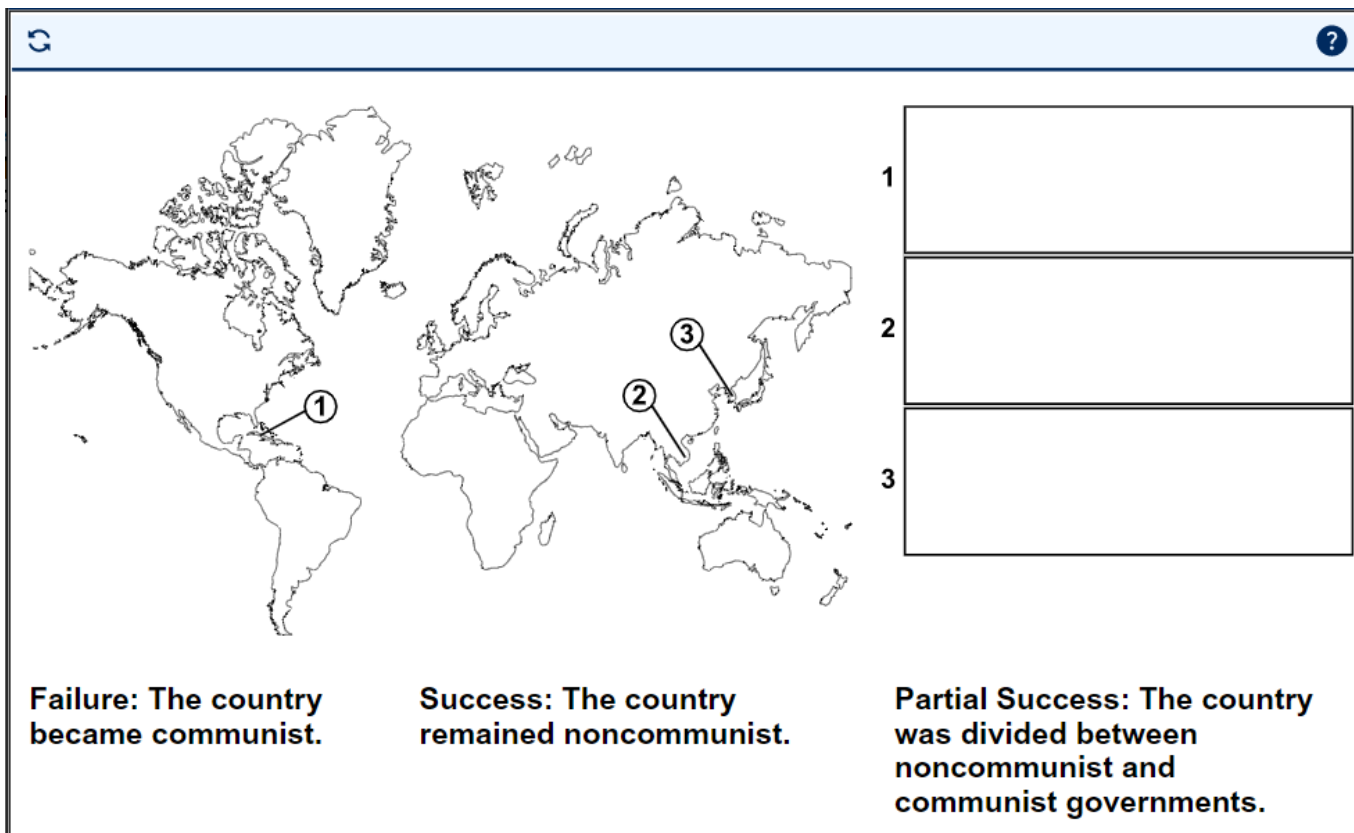
Failure: The country became communist. Success: The country remained noncommunist. Partial Success: The country was divided between noncommunist and communist governments.

Select to Respond

- ➡ Due to the size of the response area, this item has a “Select 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.

Item 18. *Continued.*



The image shows a world map with three numbered locations: 1 in Central America, 2 in Southeast Asia, and 3 in East Asia. To the right of the map are three empty rectangular boxes labeled 1, 2, and 3. Below the map are three text boxes defining the classification criteria: Failure (became communist), Success (remained noncommunist), and Partial Success (divided between noncommunist and communist governments).

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 was because of the economic theory of , or the belief that a country can increase its wealth by increasing exports and reducing imports.

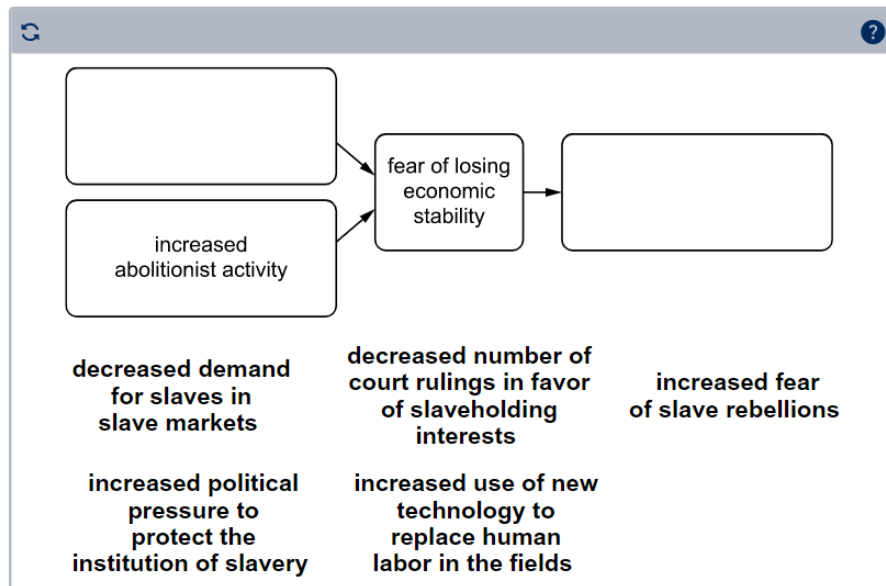
- the fur trade
- the trans-Atlantic trade
- the Mid-Atlantic economy


- socialism
- capitalism
- mercantilism

Item 20

Drag-and-Drop Technology-Enhanced: 1 point

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



 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 made the 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	<p>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.</p>
5	SSUSH5c	3	B, A	<p>Part A</p> <p>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.</p> <p>Part B</p> <p>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.</p>

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	<p>Part A</p> <p>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.</p> <p>Part B</p> <p>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.</p>
9	SSUSH12b	3	D	<p>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.</p>

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 38 .
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.
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.

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
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 39 .
16	SSUSH8b	3	N/A	See scoring rubric and exemplar response beginning on page 41 .
17	SSUSH12c	2	N/A	See scoring rubric and exemplar response on page 43 .
18	SSUSH21a	3	N/A	See scoring rubric and exemplar response on page 44 .
19	SSUSH1a	2	N/A	See scoring rubric and exemplar response on page 45 .
20	SSUSH7d	2	N/A	See scoring rubric and exemplar response on page 46 .
21	SSUSH13d	2	N/A	See scoring rubric and exemplar response on page 47 .

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 Amendment. An unintended effect of the enactment of this amendment was an increase in .

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
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> less economic reliance on Britain control of laws developed self-governance developed a separate identity from Britain
	<p>signed military treaties with foreign nations</p> <p>increased taxes on imported goods from Britain</p>

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

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.

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?

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

- **It engaged in numerous military battles.**
- **It relocated American Indians onto reservations.**

It slowed the number of settlers moving west.

It trained American Indians to work in factories.

It encouraged interest in American Indian culture.

It halted the building of the transcontinental railroad.

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.

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.

Failure: The country became communist.

Success: The country remained noncommunist.

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

1 **Failure: The country became communist.**

2 **Failure: The country became communist.**

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

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 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.

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.

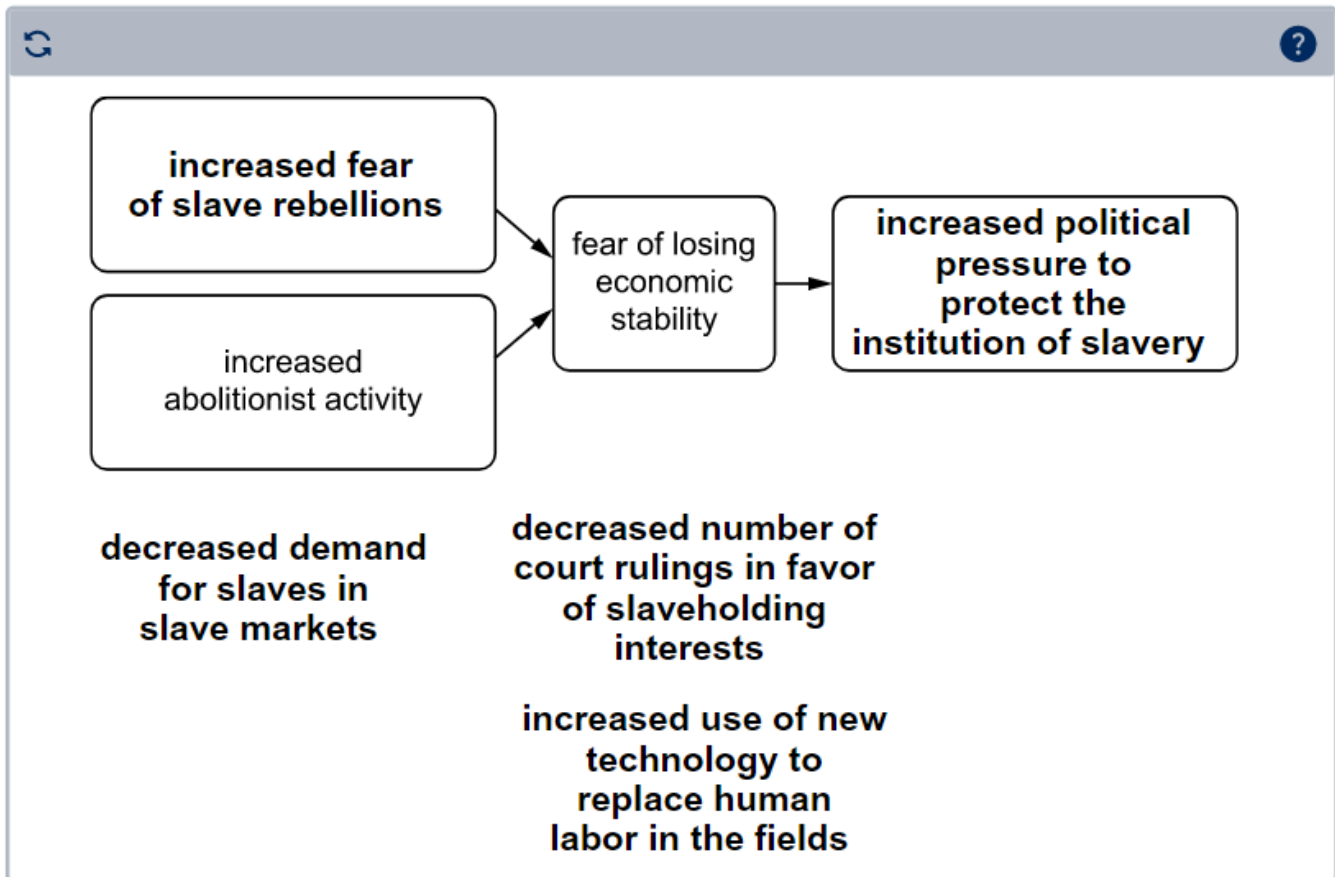
Item 20

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 empowered citizens of the United States. In addition, reforms such as 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.

Assessment Guide
United States History
End of Course

