OHIO GRADUATION TESTS

Social Studies
Scoring Guidelines and Samples of Scored Student Responses

Spring 2007
Social Studies

Item 5

Spring 2007

Item and Scoring Guidelines
Item

5. There was a connection between industrial expansion and European imperialism in the late 19th and early 20th centuries.

- Did imperialism increase or decrease as a result of industrialization?
- Explain why this change occurred.

Write your answer in the Answer Document. (2 points)

Sample Responses for Item 5 (Short Answer):

Exemplar:
Imperialism increased because industrial countries needed to control the supply of raw materials for production.

Other correct individual responses:
- Imperialism increased because industrial expansion led to a desire for protected investment opportunities abroad.
- Imperialism increased because industrial expansion led to rivalry and power struggles among industrial countries and increased their desire to establish control over undeveloped areas.
- Imperialism increased because industrial expansion made producers eager to create markets for their manufactured goods.

Scoring Guidelines for Item 5:

Score Points Description

2 points The response accurately explains how industrial expansion increased European imperialism in the late 19th and early 20th centuries.

1 point The response concludes that imperialism increased but fails to supply an accurate explanation

OR

The response explains a connection between industrialization and imperialism without stating that imperialism increased as a result.

0 points The response does not meet any of the above criteria. The response discusses aspects of imperialism other than its ties to industrialization. The response addresses social, military, etc. factors
leading to imperialism. The response concludes that imperialism decreased (no explanation should be considered).
As a result of industrialization, European imperialism decreased. This occurred because when factories began to increase in number, and more jobs are available, and the economy is better, imperialism will not be needed. The country will become stable due to industrialization.

Score Point: 0

The response does not meet the criteria to receive a higher score. It inaccurately concludes that imperialism decreased as a result of European industrialization in the late 19th and early 20th centuries.
There were more people being made and the world was growing faster overall. There were a lot of factories being built. Not all were going to make more money because they are going to start their own business. They are going to run their own factory.

Score Point: 0
The response discusses industrialization but does not conclude that imperialism increased.
Imperialism in the late 19th and early 20th centuries probably did both increase and decrease. Because new things came about like new inventions and different agriculture.

Score Point: 0
The response does not clearly conclude that industrial expansion increased European imperialism in the late 19th and early 20th centuries.
Score Point: 1

The response states that imperialism increased but fails to supply an accurate explanation.
Imperialism increased as a result of industrialization. Imperialism increased because of all the advances and improvements in technology, transportation, and communications. Industrialism helped the trade to become better and more goods were produced faster, so it helped imperialism to increase.

Score Point: 1
The response concludes that imperialism increased but fails to supply an accurate explanation.
Imperialism increased as a result of industrialization because nations who had more goods and could make goods faster got more money. The more money a nation made, the more powerful they became. Powerful nations that dominated over other nations is imperialism.

Score Point: 1

The response states that imperialism increased but fails to supply an accurate explanation.
Imperialism increased as a result of industrialization. Each country or region wanted to out-do and be more powerful than all the others. This change occurred because no more countries became industrialized. Strong countries considered it easy and perfect timing to try to control other countries. During this time many believed the theory of Alfred Munnan and teachings of social Darwinism. They believed the strong would subdue the weak and didn't want competition as more countries began to become industrialized.

Score Point: 2
The response accurately explains how industrial expansion increased European imperialism in the late 19th and 20th centuries (as more countries became industrialized, strong countries considered it easy to control other countries).
Score Point: 2

The response accurately explains how industrial expansion increased European imperialism in the late 19th and early 20th centuries (large industrial countries would imperialize in order to gain new markets; also with more industry more raw materials were needed).
Imperialism increased as a result of industrialization because the supplies and resources needed for production were only in countries that lacked in their defense.

**Score Point: 2**

The response accurately explains how industrial expansion increased European imperialism in the late 19\textsuperscript{th} and early 20\textsuperscript{th} centuries (the supplies and resources needed for production were in countries that lacked in their defense).
Imperialism increased because of industrialization. More raw materials and natural resources were needed for the industrial revolution. Factories produced more faster, so they needed huge amounts of supplies. The only places to get these supplies inexpensively was from other countries that could not defend their resources from the industrialized nations. So the industrialized nations took over most other countries around the world causing imperialism to increase.

Score Point: 2

The response accurately explains how industrial expansion increased European imperialism in the late 19th and early 20th centuries (factories produced more faster and the only way to get these supplies inexpensively was from other countries that could not defend their resources from the industrialized nations.)
Social Studies

Item 17

Spring 2007

Item and Scoring Guidelines
Item

17. People from the countries of Scandinavia—Finland, Denmark, Norway and Sweden—immigrated to the United States mainly between the Civil War and World War I. In general, they settled in the American Midwest. Their reasons for leaving their homelands included overpopulation, poor farm production and dissatisfaction with their governments.

Based on your knowledge of immigration patterns to the United States, identify two factors that attracted immigrants such as these to the United States.

Write your answer in the Answer Document. (2 points)

Sample Responses for Item 17 (Short Answer):

Exemplar:
One factor that attracted immigrants such as these to the United States was the availability of good farmland at a low cost. Another factor was that the United States offered immigrants the right to practice their religion freely.

Responses may include, but are not limited to the following:

Life in the United States offered opportunities for
• economic success, especially cheap, good farmland
• political freedom and participation in the political process
• religious freedom
• open spaces
• educational opportunities

Scoring Guidelines for Item 17:

<table>
<thead>
<tr>
<th>Score Point</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>The response clearly identifies TWO factors.</td>
</tr>
<tr>
<td>1</td>
<td>The response clearly identifies ONE factor.</td>
</tr>
<tr>
<td>0</td>
<td>The response does not meet any of the above criteria.</td>
</tr>
</tbody>
</table>
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Samples of Scored Student Responses
Their reasons for leaving their homelands included overpopulation, poor farm production and dissatisfaction with their governments.

Score Point: 0

This response does not meet any of the criteria to receive a higher score. Information from the prompt is repeated, and no factors that attracted immigrants to the United States are identified.
They want to come to the United States because most of the stuff was cheaper.

Score Point: 0
This response does not clearly identify any factor that attracted immigrants to the United States.
Two factors that might have attracted immigrants would be the US’s growth in size and to increase population. These two factors might have attracted immigrants because U.S. was the best place to start a new life with all of the things we have.
One reason could be that they needed better jobs so they moved to the United States. Another reason could be that our environment...
Many countries in Europe had kings or queens in the time period between the Civil War and World War I. These countries did not like their type of government, so many people came to the U.S. Religious freedom was also a big issue during this time. Most countries did not allow their citizens religious freedom, but the U.S. did. This was a great cause of immigration.

Score Point: 1

This response accurately identifies one factor that attracted immigrants to the United States (religious freedom). The discussion of government focuses on conditions in Europe and does not identify any factor in the United States that attracted immigrants.
The immigrants from that part of Europe probably came to the United States in order to work in factories during the industrial revolution. Also, they might have wanted to leave all the violence happening in Europe at the time. Immigrants might have wanted to help work on railroads in the U.S. also.

Score Point: 1
This response accurately identifies one factor that attracted immigrants to the United States (to work in factories and on railroads).
The two factors that attracted immigrants were more jobs and more freedom.

**Score Point: 2**

This response accurately identifies two factors that attracted immigrants to the United States (more jobs; more freedom).
Well, the freedom of religion always brought immigrants who were being oppressed. The fact that America was being advertised so well brought them here.

Score Point: 2
This response accurately identifies two factors that attracted immigrants to the United States (freedom of religion; America was being advertised so well).
two factors that attracted immigrants to
the United States would be better farming
conditions and the U.S. is not overpopulated.
Another reason would be that they might
feel safer in the United States.

Score Point: 2
This response accurately identifies two factors that attracted
immigrants to the United States (better farming conditions; the
U.S. is not overpopulated). "They might feel safer" is also a
relevant factor.
One factor I think would attract immigrants to the United States would be better jobs. Another factor would be they wanted better education for their kids or they wanted to have more freedom.

Score Point: 2

This response accurately identifies two factors that attracted immigrants to the United States (better jobs; better education for their kids). “More freedom” is also a relevant factor.
Social Studies

Item 23

Spring 2007

Item and Scoring Guidelines
Item

23. In the late 1800s, a population shift among African Americans began in the United States. Known as the “Great Migration,” this pattern of shifting population accelerated as a result of World War I and continued throughout the 1920s.

- Describe the population shift involved in the “Great Migration.”
- Explain how this migration produced an important change in the domestic affairs of the United States during the first three decades of the twentieth century.

Write your answer in the Answer Document. (4 points)

Sample Responses for Item 23 (Extended Response):

Exemplar:
Beginning in the late 1800s, many African Americans from the rural South moved to the large cities in the North such as New York, Chicago, and Cleveland. This shift in population produced important changes in both the North and the South. As sizable numbers of people moved to urban areas, the migration created more competition for housing in northern cities.

Other correct partial responses (related to the changes in domestic affairs):
- Sizeable numbers of migrants led to an increase in the available labor supply in the North.
- Increased numbers of available workers as a result of the Great Migration led to greater competition for employment during certain periods.
- As potential recruits to strengthen the labor movement, the migrants opened up some unions to African Americans.
- The exodus of African Americans led to a decrease of available farm labor in the South.
- Because the migrants congregated in urban areas, this led to the crowding of cities and the growth of social problems.
- The migration resulted in intermingling of the races and this led to cultural exchange resulting from increased diversity of the population.
- The migration resulted in intermingling of the races and this led to racial tensions.
- The coming together of sizeable numbers of African Americans from a wide region led to a rebirth of African American interest in their own history and culture.
- The ability of many African American migrants to meet and exchange ideas helped the flowering of artistic talent known as the Harlem Renaissance.
• The common experiences shared by the migrants led to the growth of civil rights organizations such as the NAACP.
• The exodus of farmers led to a weakening of the sharecropping system in the South.
• The exodus of African Americans from the South lessened competition for jobs in that region.
• The concentration of African American migrants in Northern cities spawned black enterprise in business ventures whites did not want to provide to African Americans (e.g., personal care, insurance, undertaking, credit.)

**Scoring Guidelines for Item 23:**

<table>
<thead>
<tr>
<th>Score Point</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 points</td>
<td>The response gives a complete description of the population shift involved in the Great Migration (e.g. African Americans moving from the rural South to the urban North) and a complete explanation of how this migration produced an important change in the domestic affairs of the United States during the first three decades of the twentieth century. (one change and its connection with the Great Migration)</td>
</tr>
<tr>
<td>3 points</td>
<td>The response gives a complete description of the population shift involved in the Great Migration and a partial explanation of how this migration produced an important change in the domestic affairs of the United States during the first three decades of the twentieth century (e.g., African Americans needed housing.) OR a partial description of the Great Migration (e.g. moving from the South to the North) and a complete explanation of how this migration produced an important change.</td>
</tr>
<tr>
<td>2 points</td>
<td>The response gives a partial description of the population shift involved in the Great Migration and a partial explanation of how this migration produced an important change in the domestic affairs of the United States during the first three decades of the twentieth century. OR The response gives either a complete description of the Great Migration or a complete explanation of how this migration produced an important change in the domestic affairs of the United States during the first three decades of the twentieth century.</td>
</tr>
<tr>
<td>1 point</td>
<td>The response gives either a partial description of the Great Migration or a partial explanation of an important change produced by this migration.</td>
</tr>
</tbody>
</table>
0 points  The response does not meet any of the above criteria. The response may discuss 20th century trends not related to the Great Migration.

NOTE: listing two or more results of the Great Migration (e.g. NAACP founding, Harlem Renaissance) without explaining how the results are connected to the migration would constitute a partial explanation. Any description of the domestic change may be scored only if there is an accurate or no reference to the Great Migration (if there is no reference to the Great Migration, the response must be appropriate to the 1900-1930 time frame).
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Samples of Scored Student Responses
The population shift involved in the "Great Migration" of African Americans began to shift to the United States which accelerated as a result of World War I because of the different countries that were fighting at the time were migrating at the same pace and caused an up roar. Migration also produced an important change in the domestic affair of the United States during the first three decades of the 20th century because of the foreign affairs.

Score Point: 0

The response does not meet the criteria to receive a higher score. There is no description of the population shift involved in the Great Migration, and no explanation of how the migration produced an important change.
The "Great Migration" was when a lot of African Americans shifted the population. It was right after World War I. The population increased because mainly African Americans didn't go to war World one. So they were able to keep the population increasing.

**Score Point: 0**

The response provides no description of the population shift involved in the Great Migration, and no explanation of how the migration produced an important change.
During the Great Migration, many African Americans migrated from the west to the East in the hopes of finding a job. Thus, there was a change of domestic affairs because of the population increase and the large number of African Americans.

**Score Point: 0**

The response provides an inaccurate description of the population shift involved in the Great Migration (from the west to the east), and does not provide an explanation of how the Great Migration produced an important change.
The Great Migration was when African-Americans moved north to find jobs when the employers went to war.

It helped because the Great Migration was a lot of African-Americans and it helped because they could lower wages and spend it on the war.

Score Point: 1

The response gives a partial description of the population shift involved in the Great Migration (African-Americans moved north), but does not provide an accurate explanation of how this migration produced an important change in the domestic affairs of the United States during the first three decades of the twentieth century.
The response gives a partial description of the population shift involved in the Great Migration (from the south to the north), but provides no explanation of how this migration produced any change in the domestic affairs of the United States.
The Great Migration resulted in an increase in the African American population and the African Americans began getting more industrial jobs. Because of the increase in population, the African Americans began making their own areas concentrated highly of their nationality.

**Score Point: 1**

The response gives no description of the population shift involved in the Great Migration, but provides a partial explanation of how this migration produced an important change in the domestic affairs of the United States during the first three decades of the twentieth century (because of the increase in population the African Americans began making their own areas concentrated highly with their nationality).
The population shift involved in the "Great Migration" was the African American people began moving towards the North and to urban areas. This was an important change in the domestic affairs of the United States because people began to hire more African Americans because they worried less. Many Americans began to lose their jobs and the African Americans began to gain more.

Score Point: 2

The response gives a partial description of the population shift involved in the Great Migration (toward the north and to urban areas), and a partial explanation of how this migration produced an important change in the domestic affairs of the United States during the first three decades of the twentieth century (people began to hire more African Americans and the African-Americans began to gain more.)
The population shift was from rural areas to big cities. This was important because it set up our whole country to what it is today. Domestic affairs were mostly settled in the cities during the first three decades of the twentieth century, causing overpopulation and homelessness.

Score Point: 2

The response gives a partial description of the population shift involved in the Great Migration (from rural areas to big cities), and a partial explanation of how this migration produced an important change in the domestic affairs of the United States during the first three decades of the twentieth century (causing overpopulation and homelessness).
The population shift in the Great Migration was a big change. There were more people freely able to do more things. There were also a lot more population in our cities. This was causing crowding and less jobs to offer.

So there were unemployment. Cities were over-populated that there weren’t even enough homes to supply to everyone. It seemed to have had our country struggling with crimes. Gangs were beginning to recruit and it was just making things worse. Cops were having to take part of it, but the police population wasn’t that high either.

Score Point: 2

The response does not provide any description of the population shift involved in the Great Migration, but provides a complete explanation of how the migration produced an important change in the domestic affairs of the United States during the first three decades of the twentieth century (there was a lot more population in our cities causing crowding and unemployment).
The "Great Migration" was the African Americans moving south to north so America lost farmers and gained factory workers.

**Score Point: 2**

The response gives a partial description of the population shift involved in the Great Migration (African-Americans moving south to north), and a complete explanation of how this migration produced an important change in the domestic affairs of the United States during the first three decades of the twentieth century (America lost farmers and gained factory workers).
in the Great Migration many African Americans went to the city to find work, to help with the war effort, or to support the war effort. This migration produced a change because now there is more African American activity going on and more stores that fit their needs.

Score Point: 2

The response gives a partial description of the population shift involved in the Great Migration (many African-Americans went to the city), and a complete explanation of how this migration produced an important change in the domestic affairs of the United States during the first three decades of the twentieth century (now there is more African-American activities going on and more stores that fit their needs).
"THE GREAT MIGRATION" WAS THE MIGRATION OF
MANY BLACKS FROM THE SOUTHERN STATES TO THE
NORTHERN STATES. BECAUSE OF "THE GREAT MIGRATION,"
THE SOUTHERN STATES GOT THEIR FIRST TASTE
OF BLACK CULTURE. THE JAZZ MUSIC WAS INTRODUCED
AS WELL AS THE INSTRUMENTS USED FOR
JAZZ. THIS ESPECIALLY OCCURRED IN HARLEM
THIS WAS CALLED "THE HAREM RENAISSANCE."

Score Point: 3

The response gives a partial description of the population shift involved in the Great Migration (from the southern states to the northern states), and a complete explanation of how this migration produced an important change in the domestic affairs of the United States during the first three decades of the twentieth century (the northern states got their first taste of black culture, jazz music was introduced as well as the instruments for jazz, the "Harlem Renaissance").
During "The Great Migration," African-Americans were moving from the South to the North. They moved to avoid the violent racism in the South and for the factory jobs provided in the North. This population shift caused increased competition for jobs and some animosity between African-Americans and Caucasians. This also led to the creation of black neighborhoods and the Civil Rights movement.

Score Point: 3

The response gives a partial description of the population shift involved in the Great Migration (from the south to the north), and a complete explanation of how this migration produced an important change in the domestic affairs of the United States during the first three decades of the twentieth century (increased competition for jobs and some animosity between African-Americans and Caucasians; this also led to the creation of black neighborhoods and the Civil Rights movement).
During the Great Migration, African Americans began moving out of the Southern U.S., where they had lived since before the Civil War. They moved north and moved into cities hoping to find work there rather than on farms. This population shift changed the workforce in the north and caused problems in the south for farmers who needed workers (jobs which African Americans had filled).

Score Point: 4

The response gives a complete description of the population shift involved in the Great Migration (out of the southern U.S., north into cities hoping to find work rather than on farms), and a complete explanation of how this migration produced an important change in the domestic affairs of the United States during the first three decades of the twentieth century (changed the workplace in the north and caused problems in the south for farmers who needed workers).
The population shift involved in the “Great Migration” was the movement of African Americans from the rural south to the urban north to find work in the cities. This migration produced an important change in the domestic affairs of the US by the US having to deal with racial discrimination problems within the factories where both blacks and whites worked.

Score Point: 4

The response gives a complete description of the population shift involved in the Great Migration (from the rural south to the urban north), and a complete explanation of how this migration produced an important change in the domestic affairs of the United States during the first three decades of the twentieth century (having to deal with racial discrimination problems within the factories where both blacks and whites worked).
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Item 29

Spring 2007

Item and Scoring Guidelines
Item

29. During World War I, conscientious objectors to military service were often accused of disloyalty, and some conscientious objectors were sentenced to prison. However, an attempt was made to balance individual rights and the common good by assigning other conscientious objectors to noncombatant service.

- How did assigning conscientious objectors to noncombatant service help maintain individual rights?
- How did assigning conscientious objectors to noncombatant service help serve the common good?

Write your answer in the Answer Document. (4 points)

Sample Responses for Item 29 (Extended Response):

Exemplar:
Assigning conscientious objectors to noncombatant service helped to maintain individual rights because they were not forced to engage in actual fighting, so they were not forced to compromise their personal beliefs. Assigning conscientious objectors to noncombatant service helped serve the common good because their service contributed to the overall war effort.

Other Correct Responses:
How assigning conscientious objectors to noncombatant service helped to maintain individual rights:
- Conscientious objectors were not forced to fight, thus they were not forced to compromise their personal beliefs.
- Noncombatant service allowed conscientious objectors to remain true to their personal beliefs while also remaining true to their sense of duty to their country.
- Other valid responses.

How assigning conscientious objectors to noncombatant service helped serve the common good:
- Noncombatant service played an important role in the overall war effort.
- By requiring conscientious objectors to perform some sort of service, potential draftees did not see conscientious objection as a means for evading the draft.
- The country gained the benefit of their service. By performing noncombatant service, conscientious objectors served the country, and the country did not have to pay the costs of imprisonment.
- Other valid responses.

Scoring Guidelines for Item 29:
Score Point | Description
-------------|--------------------------------------------------
4 points | The response will provide complete descriptions of how assigning conscientious objectors to noncombatant service helped to maintain individual rights and of how assigning conscientious objectors to noncombatant service helped serve the common good.
3 points | The response will provide a complete description of how assigning conscientious objectors to noncombatant service helped to maintain individual rights and a partial description of how assigning conscientious objectors to noncombatant service helped serve the common good, or vice versa.
2 points | The response will provide a complete description of how assigning conscientious objectors to noncombatant service helped to maintain individual rights and no description of how assigning conscientious objectors to noncombatant service helped serve the common good.  
OR  
The response will provide a complete description of how assigning conscientious objectors to noncombatant service helped serve the common good and no description of how assigning conscientious objectors to noncombatant service helped to maintain individual rights.  
OR  
The response will provide partial descriptions of how assigning conscientious objectors to noncombatant service helped to maintain individual rights and of how assigning conscientious objectors to noncombatant service helped serve the common good.
1 point | The response will provide a partial description of how assigning conscientious objectors to noncombatant service helped to maintain individual rights and no description of how assigning conscientious objectors to noncombatant service helped serve the common good.  
OR  
The response will provide a partial description of how assigning conscientious objectors to noncombatant service helped serve the common good and no description of how assigning conscientious objectors to noncombatant service helped to maintain individual rights.
The response does not meet any of the above criteria. The response may misinterpret the meaning of conscientious objector. The response may discuss the work of noncombatant service without connecting it to either individual rights or the common good.
Social Studies

Item 29

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Samples of Scored Student Responses
This helped maintain individual rights because when you have a noncombatant, you are likely won't get betrayed, so the US citizens will still have all of their rights as before. This can also help the common good so you can't trade with anybody without proper permission. So that way you can keep up and help serve the common good.

Score Point: 0

The response does not meet any of the criteria for a higher score. It does not make a connection between noncombatant service and individual rights or the common good.
assigning conscientious objectors to noncombat service helped protect individual rights because these people do have freedom of speech so instead of putting them in jail and violating their freedom of speech, he put them in noncombat service instead.

Score Point: 0

The response does not make a connection between noncombatant service and individual rights or the common good. “Freedom of speech” is not relevant to noncombatant service.
Assigning conscientious objectors to noncombatant service helps maintain rights because then people won't think of objectors as disloyal people. It helped common good also because some people were going to prison, and this way there will be no problems like that.

Score Point: 0

The response does not make a connection between noncombatant service and individual rights or the common good. Keeping conscientious objectors out of prison is not relevant to the common good.
It helped individual rights because it was their right to be conscientious objectors to military service. It helped the common good because in noncombatant service they would serve much more purpose than they would in jail.

**Score Point: 1**

The response provides a partial description of how assigning conscientious objectors to noncombatant service helped serve the common good (in noncombatant service they would serve much more purpose than they would in jail).
It helped maintain people's rights in various ways. First, if their religion was against war they shouldn't have to fight due to freedom of religion. Also, people's morals should be considered.

**Score Point: 1**

The response provides a partial description of how assigning conscientious objectors to noncombatant service helped to maintain service helped to maintain individual rights (if their religion was against war they shouldn't have to fight due to freedom of religion).
Assigning conscientious objectors to noncombatant services helped maintain individual right because sometimes they don’t know if these people were really disloyal so some were sentenced to prison when they shouldn’t have. Sending them to noncombatant services help serve the common good because these people who were disloyal would not have have weapon or other people’s lives in their hands and this way it was safer for everyone.

Score Point: 1

The response provides a partial description of how assigning conscientious objectors to noncombatant service helped serve the common good (these people who were disloyal would not have a weapon or other people’s lives in their hands and this way it was safer for everyone).
Since conscientious objectors object because of morals then putting them in non-combatant situations would let them be able to keep their morals. And it seemed to come good because it did not hurt people much.

**Score Point: 2**

The response provides a complete description of how assigning conscientious objectors to noncombatant service helped to maintain individual rights (since conscientious objectors object because of morals then putting them in noncombatant situations would let them be able to keep their morals.)
Assigning conscientious objectors to noncombatant service helped the common good in many ways. These ways included having all the necessary personnel to carry out war, helping to end protests of being forced into the military, and helping our country in time of need.

**Score Point: 2**

The response provides a complete description of how assigning conscientious objectors to noncombatant service helped serve the common good (having all of the necessary personnel to carry out war, helping to end protests of being forced into the military, and helping our country in time of need).
They didn't have to go to combat but were helping with the war. They were at least helping with the war.
Assigning conscientious objectors to noncombatant jobs allowed them their rights because they weren't punished for their views. Also, it helped the war effort because they were doing something for the war.

Score Point: 3

The response provides a partial description of how assigning conscientious objectors to noncombatant service helped to maintain individual rights (they weren't being punished for their views), and a complete description of how assigning conscientious objectors to noncombatant service helped serve the common good (it helped the war effort because they were doing something for the war).
Score Point: 3

The response provides a complete description of how assigning conscientious objectors to noncombatant service helped to maintain individual rights (they could do what they believed and were not forced to join a cause that went against how they were brought up; their rights were not taken away due to their views), and a partial description of how assigning conscientious objectors to noncombatant service helped serve the common good (they finished or completed jobs that helped many other people).
Assigning conscientious objectors to noncombatant service helped to maintain individual rights by allowing people to chose to help in a manner they felt comfortable with. People have a right not to be forced to fight against their will, and assigning noncombatant duties was a way of respecting this.

Assigning conscientious objectors to noncombatant service helped to serve the common good by making use of the abilities that the people have and using them to help everyone. For example, working with the Red Cross would save hundreds of lives, and benefit everyone, and also refrain from violating the objectors right not to fight.

Score Point: 3

The response provides a partial description of how assigning conscientious objectors to noncombatant service helped maintain individual rights (people have a right not to be forced to fight against their will and assigning noncombatant duties was a way of respecting this) and a complete description of how assigning conscientious objectors to noncombatant service helped serve the common good (by making use of the abilities that the people have and using them to help everyone; for example working with the Red Cross would save hundreds of lives and benefit everyone).
By assigning conscientious objectors to noncombatant service helped maintain individual rights and helped serve the common good. A conscientious objector denies fighting in a war based on religious beliefs. By having them serve in noncombat situations, the armed forces do not make them carry a weapon and fight, whereas they can still serve their nation by helping out in noncombat situations. This helps maintain these individual rights because they do not have to fight and kill; however, it also helps serve the common good. During a war, a nation needs much help in noncombat situations such as taking care of injured soldiers and civilians. By serving in situations like this, even a conscientious objector helps one’s nation and is not looked upon as disloyal, thus maintaining individual rights and serve the common good.

**Score Point: 4**

The response provides a complete description of how assigning conscientious objectors to noncombatant service helped to maintain individual rights (a conscientious objector denies fighting in a war based on religious beliefs; the armed forces do not make them carry a weapon and fight), and a complete description of how assigning conscientious objectors to noncombatant service helped serve the common good (during a war a nation needs much help; by taking care of injured soldiers and civilians a conscientious objector helps one’s nation).
Assigning conscientious objectors to noncombatant service helped maintain individual rights, because they weren’t being assigned to fight. Many conscientious objectors didn’t want to fight in WWI because of religious or moral issues concerning how fighting isn’t legitimate. When they were assigned to noncombatant service, they didn’t have to fight, so the issues they had weren’t valid anymore. Assigning conscientious objectors to noncombatant service helped maintain individual rights and freedom of religion.

When conscientious objectors were assigned to noncombatant service, it helped serve the common good because the courts permitted or required them to fight against their wills many wouldn’t have fought at all, and some may have brought down their fellow troops. By sentencing them to noncombatant roles, they couldn’t hurt or bring down any of the troops. This helped to serve the common good.

Score Point: 4

The response provides a complete description of how assigning conscientious objectors to noncombatant service helped to maintain individual rights (many conscientious objectors didn’t want to fight in WWI because of religious or moral issues; they didn’t have to fight so the issues weren’t valid anymore), and a complete description of how assigning conscientious objectors to noncombatant service helped serve the common good (forced to fight against their wills many wouldn’t have fought at all and some may have brought down their fellow troops; by sentencing them to noncombatant service they couldn’t hurt or bring down any of the troops).
Social Studies

Item 35

Spring 2007

Item and Scoring Guidelines
Item

35. A state is considering lowering state income tax rates by one percent. At a public hearing on the issue, supporters and opponents of the tax decrease make the following statements:

Supporters

I’ve talked to people from all parts of the state, and everyone agrees that tax rates are too high. If the state receives less revenue from income taxes, the legislature might be less wasteful with the taxpayers’ money. This tax cut is a good idea.

Opponents

The State Budget Office estimates that this tax cut will cost the state $50 million a year in lost tax revenue. The leading accounting firm in the state estimates that the average taxpayer will see their taxes decrease by only $27. This tax cut is simply not worth the cost.

- Which of these two statements includes credible sources of information that uphold the statement’s position?

- Why does agreement with credible sources of information help make a statement believable?

Write your answer in the Answer Document. (2 points)

Sample Responses for Item 35 (Short Answer):

Exemplar:
The opponents’ statement includes credible sources of information that uphold the statement’s position. If the sources of information cited in the statement are reputable and the statement agrees with those sources, then the statement is more believable because it is consistent with other reputable sources.

Scoring Guidelines for Item 35:

<table>
<thead>
<tr>
<th>Score Point</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 points</td>
<td>The response identifies the opponents’ statement as including credible sources of information and explains why agreement with credible sources makes a statement believable.</td>
</tr>
<tr>
<td>1 point</td>
<td>The response identifies the opponents’ statement as including credible sources of information but fails to offer an adequate</td>
</tr>
</tbody>
</table>
explanation as to why agreement with credible sources makes a statement believable

OR

the response fails to identify the opponents' statement as including credible sources of information but does explain why agreement with credible sources makes a statement believable.

0 points The response does not meet any of the above criteria. The response may discuss other factors that lend credibility to a sour.
Social Studies

Item 35

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Samples of Scored Student Responses
For some one to pass a test, they must have believable resources and information for all people.

Score Point: 0

This response does not meet any of the criteria to receive a higher score. The response does not identify the opponents' statement as including credible sources of information and does not offer an adequate explanation as to why agreement with credible sources makes a statement believable.
I would go with the supporters. Why? I agree with the supporters because taxes is to high that to want everybody say they not thinking about how much the states a far so lost tax revenue. They thinking about there own money and they don't want to give it up that's why I agree with the supporters.

Score Point: 0

This response inaccurately identifies the supporters’ statement as including credible sources of information and does not offer an adequate explanation as to why agreement with credible sources makes a statement believable.
The Supporters uphold the statement's position. It states that the "tax rates are too high."
This tax cut is a good idea. Agreement with credible sources of information help make the statement believable when it has facts in it.
The opponent of the speaker: Because it shows that they did their homework on the subject and seem to know what they're talking about.

Score Point: 1

This response correctly identifies the opponents' statement as including credible sources of information, but does not offer an adequate explanation as to why agreement with credible sources makes a statement believable.
The opponents argument uses credible sources, which is more believable because it is a fact that can be checked.

Score Point: 1

This response correctly identifies the opponents’ statement as including credible sources of information, but does not offer an adequate explanation as to why agreement with credible sources makes a statement believable.
The opponents have a more credible source of information because the State Budget Office gave true facts that can be proved. Having a credible source gives facts. The supporters don’t have facts, they have opinions. Of course the people would like a tax cut but it would be a hard blow to the state by losing so much money.

Score Point: 1

This response correctly identifies the opponents’ statement as including credible sources of information, but does not offer an adequate explanation as to why agreement with credible sources makes a statement believable.
Of the two statements, the opponents include credible sources. They use numbers provided by the State Budget Office—a fairly credible source. The numbers are pretty hard-core evidence that uphold their position. The supporters say that they have talked to "people" from all over the state, but they don’t have any evidence. Arguments with credible sources help make a statement believable because it gives the argument depth and reason. It provides it with facts that the arguers can use to push their opinion. Credible information makes statements the truth, which is something people will grab onto and support.

Score Point: 1
This response correctly identifies the opponents' statement as including credible sources of information, but does not offer an adequate explanation as to why agreement with credible sources makes a statement believable.
Opponents includes credible sources of information that uphold the statement position. It supports what they said.

Score Point: 2
This response correctly identifies the opponents’ statement as including credible sources of information, and explains why agreement with credible sources makes a statement believable (it supports what they said).
The opponents are more prepared for their statement. They have credible sources of information that backs up their opinion, and statement. People can agree with the person that has factual information because they can go look up the estimates and see if they are true. Most likely, the person with facts will be believable.

Score Point: 2
This response correctly identifies the opponents' statement as including credible sources of information, and explains why agreement with credible sources makes a statement believable (they have credible sources of information that backs up their opinion).
Out of the two statements, the one given by the opponents includes credible sources of information that uphold their position. For example, they assert that the leading accounting firm in the states estimates that the average tax payer will only not have to pay $77 dollars a year. They also claim that was not worth a tax cut. When you have a credible source backing you up, they tend to agree or believe because they know that source is credible and has never given them a reason to believe otherwise.

Score Point: 2

This response correctly identifies the opponents' statement as including credible sources of information, and explains why agreement with credible sources makes a statement believable (when you have a credible source backing you up they tend to agree or believe because they know that the source is credible).
Social Studies

Item 39

Spring 2007

Item and Scoring Guidelines
Item

39. What would be the expected effect on spending by the public if the U.S. government lowered personal income tax rates? Explain your answer.

Write your answer in the Answer Document. (2 points)

Sample Response for Item 39 (Short Answer):

What would be the expected effect on spending by the public if the United States government lowered personal income tax rates? Explain your answer.

Exemplar:
If the U.S. government lowered income tax rates, the public would spend more money. The reason for this is the public would have more money left after paying taxes, and the public would likely spend some of it.

Scoring Guidelines for Item 39:

<table>
<thead>
<tr>
<th>Score Point</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 points</td>
<td>The response will accurately state that a decrease in income tax rates will result in increased spending. The response will make a connection between lower tax rates and increased after-tax income as the reason for increased spending.</td>
</tr>
<tr>
<td>1 point</td>
<td>The response will accurately state that a decrease in income tax rates will result in increased spending but will not provide an accurate connection between lower tax rates and increased spending.</td>
</tr>
<tr>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>The response will make a connection between lower tax rates and increased after-tax income but will not provide an accurate description of the effect of lower taxes on spending.</td>
</tr>
<tr>
<td>0 points</td>
<td>The response does not meet any of the above criteria. The response does not make any accurate connection between lower tax rates and spending.</td>
</tr>
</tbody>
</table>
Social Studies

Item 39

Spring 2007

Samples of Scored Student Responses
Score Point: 0

This response does not meet any of the criteria for a higher score. The response does not make any accurate connection between lower tax rates and spending by the public.
If the U.S. government lowered personal income tax rates, there would be less money for the government to spend on our towns/cities. The government would probably slowly run out of money and have to later raise the tax prices even higher than before and the people would become angry.

Score Point: 0

This response does not make any accurate connection between lower tax rates and spending by the public.
If the U.S. lowered income tax rates, spending by the public would also become lower. People are getting less so they will be spending less and the economy will go down. This is the effect that lowering personal income tax rates would have.

Score Point: 0

This response makes an inaccurate connection between lower tax rates and spending by the public.
The spending would go up because people would have to pay less for their property. The economy would have a high boost.

**Score Point: 1**

This response accurately states that a decrease in income tax rates will result in increased spending (spending would go up), but does not provide an accurate connection between lower tax rates and increased spending (people would have to pay less for their property).
If the U.S. government lowered personal income tax rates, then the expected effect on spending by the public would be public spending would increase.

**Score Point: 1**

This response accurately states that a decrease in income tax rates will result in increased spending (public spending would increase), but does not provide a connection between lower tax rates and increased spending.
The public would have more money, so they'd spend more.
The spending would increase simply due to the fact that more money is available and that a lesser percentage would be taken by the government.

Score Point: 2
This response accurately states that a decrease in income tax rates will result in increased spending (spending would increase), and make a connection between lower tax rates and increased after-tax income as the reason for increased spending (more money is available and a lesser percentage).
I believe that (should income tax rates be lowered) the American public would spend more. My reasoning behind this is the psychological impulse of: "one has more now than one would have had because one now has to give less of it away. This gives one opportunity to put it to use." Which in no small terms means: "I have more money, I spend more money."

And even for those who save their money, they are only saving it to spend it later.

**Score Point: 2**

This response accurately states that a decrease in income tax rates will result in increased spending (the American public would spend more), and makes a connection between lower tax rates and increased after-tax income as the reason for increased spending (one has more now than one would have had because now one has to give less of it away).