OHIO GRADUATION TESTS

Social Studies
Scoring Guidelines and Samples of Scored Student Responses

Spring 2008

© 2008 by Ohio Department of Education
Table of Contents

Item 5: Item and Scoring Guidelines.................................................................1
Item 5: Samples of Scored Student Responses................................................4

Item 11: Item and Scoring Guidelines.............................................................14
Item 11: Samples of Scored Student Responses.............................................17

Item 17: Item and Scoring Guidelines.............................................................28
Item 17: Samples of Scored Student Responses.............................................31

Item 29: Item and Scoring Guidelines.............................................................47
Item 29: Samples of Scored Student Responses.............................................51

Item 35: Item and Scoring Guidelines.............................................................67
Item 35: Samples of Scored Student Responses.............................................70

Item 39: Item and Scoring Guidelines.............................................................80
Item 39: Samples of Scored Student Responses.............................................83
Social Studies

Item 5

Spring 2008

Item and Scoring Guidelines
5. A state is considering passing a law to ban cell phone use while driving. At a public hearing on the issue, supporters of the proposed law make the following statement:

The *New England Journal of Medicine* published a study showing that drivers who use cell phones are four to five times more likely to be involved in accidents than other drivers. A study by the State Highway Safety Board found that crashes involving cell phone use are more likely to result in serious injury. This proposed law is the only way to protect the citizens of this state.

The supporters cite two sources in their statement.

- Provide one explanation of how the use of both sources makes the supporters’ statement more credible.
- Support your explanation with information from the supporters’ statement.

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

Sample Responses for Item 5 (Short Answer):

Exemplar:
The two sources cited in the statement back the supporters’ position that cell phone use while driving is a problem. The *New England Journal of Medicine* study noted the high likelihood of accidents involving cell phone use and the Safety Board report noted the severity of accidents involving cell phone use. Having the sources in agreement with the supporters’ statement makes that statement more credible.

Other correct individual responses:

- The sources used are consistent with each other. Both sources establish connections between cell phone use and crashes. The sources do not contradict themselves or the supporters’ position.
- The citations come from groups that are qualified to study the issue. The *Journal of Medicine* has experience studying health issues. The State Highway Safety Board has experience studying causes of crashes on highways. Using sources with appropriate qualifications enhances the credibility of the supporters’ statement.
- Both sources come from groups with good reputations. The *Journal of Medicine* has a reputation of being an authoritative source on health issues. The State Highway Safety Board is a government agency looking out for public safety. The use of reputable sources makes the supporters’ statement more credible.
• Personal bias on this topic is minimal in the sources cited. The *Journal of Medicine* has its articles reviewed for accuracy before they are published. The Safety Board, made up of several individuals, is obligated to represent the public interest on safety issues. If the sources used are not biased, the statement supported by these sources can be trusted.

**Scoring Guidelines for Item 5:**

<table>
<thead>
<tr>
<th>Score Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 points</td>
<td>The response offers an appropriate explanation (cites a criterion for determining credibility) of how the supporters’ statement is made credible and provides a valid illustration (references to each source relate to the criterion) of how each source makes the supporters’ statement credible.</td>
</tr>
<tr>
<td>1 point</td>
<td>The response offers an appropriate explanation of how the supporters’ statement is made credible, but supports the explanation with irrelevant or incomplete references to one or both sources (e.g., provides the consistency explanation supported by statements about the qualifications of the sources, or provides the reputation explanation, but cites only one source).</td>
</tr>
<tr>
<td>0 points</td>
<td>The response does not meet any of the above criteria. The response offers an inappropriate explanation (in which case the supporting information, even if relevant to the criterion, is supporting an inappropriate explanation). The response discusses the issue involved (cell phone use by drivers) without addressing the task. The response discusses the sources used without addressing the credibility of the supporters’ statement. The response may focus on issues that are not related to credibility.</td>
</tr>
</tbody>
</table>
Social Studies

Item 5

Spring 2008

Samples of Scored Student Responses
The supporters provide facts with this statement. They show that big-time journals and magazines are getting involved and showing how serious this could be. They show the study that the magazines did and the study of the State Highway Safety board.
The supporter states that people using a cell phone while driving are four to five times more likely to be involved in a car accident. This fact would help the banning of cell phones while driving. This is also a proven fact. Facts like these are more likely to support the banning of cell phones while driving.

Score Point: 0

This response received a score of 0 points for not citing a criterion for determining credibility nor referencing how the sources relate to the criterion.
One explanation is that "Studies show that the chance of somebody getting in an accident is four to five times more if the person is using a cell phone and is more likely to have a serious injury or cause a serious injury. I think that this would grab the attention of many parents, and would have them think more about how much they use the phone when they are driving, and also if they let their children drive with cell phones.

Score Point: 0

This response received a score of 0 points for not citing a criterion for determining credibility. The student does not offer an explanation of how the supporters’ statement is made credible and gets sidetracked by discussing the issue involved ("this would grab the attention of many parents").
The use of both sources make the statement much more credible because both sources are independent of each other, and well respected.

Score Point: 1

This response received a score of 1 point for citing the criterion of reputation of both sources ("both sources are independent of each other, and well respected"). However, the response does not provide a valid illustration of how each source makes the supporters’ statement credible.
By using sources of information when debating it makes what is being said more believable. It shows that they know what they’re saying is true and have researched it.

In the supporters’ statement they used two credible sources. They mentioned that “drivers who use cell phones are four to five times more likely to be involved in accidents.” They were then able to back up what they said with a source, which was the New England Journal of Medicine. This made what was said believable and proved it true.

Score Point: 1

This response received a score of 1 point for citing the criterion of the qualifications (“by using sources of information ... It shows ... that they ... have researched it”). However, the response references only one source and must connect both sources to the criterion to receive full credit.
One explanation of how the use of both sources makes the supporters' statement more credible is that it makes it sound more intelligent and believable. Instead of having a person who knows nothing about the topic, it has a source that knows and understands the topic. This is because the State Highway Safety Board knows about driving and knows information about cars and crashes. They found that crashes involving cell phone use are more likely to result in serious injury. They use surveys and tests.

Score Point: 1

This response received a score of 1 point for citing the criterion of the qualifications of both sources ("knows about driving + knows information about cars + crashes"). The response only illustrates how one source relates to the criterion ("the State Highway Safety Board...use surveys and test").
The use of both sources makes the statement more credible, because The New England Journal of Medicine is an authority on health concerns, and the State Highway Safety Board is an authority on transportation in the state. The studies these two authorities produced were informational, but support the statement that cell phones are hazardous to driving.

Score Point: 2

The response received a score of 2 points for accurately citing criterion of the reputation of the sources and providing a valid illustration of how each source makes the supporters’ statement credible. The phrase, “the studies these two authorities produced,” indicates what makes the sources credible.
By the supporters using time credible sources, it makes their opinion more credible. This shows that not only do they think this way, but facts and statistics prove the supporters to be right.

“The New England Journal of Medicine” knows what it’s talking about when it comes to public safety. They do research and many other thing before publishing an article. The study they did really supported the fact of cell phones being a problem while driving.

State Highway Staffer Board know and have records about every crash on the highway so they can look up to see if a cell phone was involved in a life threatening or fatal crash; once again a great use of facts!

Score Point: 2

The response received a score of 2 points for accurately depicting the criteria for credibility. The statement accurately depicts the credible reputation of the sources. The second paragraph receives a point by illustrating how both sources are credible. The students notes that at the New England Journal of Medicine “they do research.” The States Highway Safety Board “know and have records about every crash.”
The use of both sources makes the supporter’s statement more credible because they are facts that are proved to be true. It said that the New England Journal of medicine published a study, which meant it had been tested to see if drivers with cell phones were more likely to get in an accident, and looked at carefully. It also said there was a study that accidents involving cell phone users result in serious injury. This is the same as the first because it has been tested carefully and proven to be true.

Score Point: 2

This response received a score of 2 points for correctly explaining how the use of both sources makes the supporters’ statement more credible; this is supported by the student’s response (“the New England Journal of medicine published a study, which meant it had been tested” and “the same as the first because it has been tested carefully and proven to be true”).
Social Studies

Item 11

Spring 2008

Item and Scoring Guidelines
Item

11. A group of citizens organizes a peaceful march through the streets of their nation’s capital. They carry signs calling for the nation’s leader to resign.

Describe how likely this type of protest could be held in a presidential democracy and in a dictatorship. Explain the reason for these differences.

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

Sample Responses for Item 11 (Short Answer):

Exemplar:
In a presidential democracy, this type of protest could likely occur because democracies typically guarantee citizens freedom of speech, including the right to criticize the government. In a dictatorship, this type of protest would be unlikely to occur because citizens have no role in choosing the leader, and dictatorships typically suppress criticism of the leader or of the government.

Other correct individual responses:

In a democracy: Citizen protests, even those calling for a change in leadership, are usually permitted so long as they are not violent and do not endanger public safety. Reasons:

- People have a role in choosing their leaders in a democracy.
- A change in leadership does not represent a threat to the continued functioning of the government.

In a dictatorship: Citizen protests are typically illegal and are repressed by force, especially those calling for a change in leadership. Reasons:

- A dictator controls all aspects of government policy.
- The people have no role in choosing the leader.
- There is no constitutional process for changing leaders.
- A change in leadership is equivalent to a change of government.
Scoring Guidelines for Item 11:

Score Points  Description

2 points  The response provides an accurate and thorough explanation of the likely reaction to the protest under each form of government. (The identification of “likely” or “not likely” is not counted for any score points but only serves as a referent for an appropriate explanation.)

1 point  The response either provides an accurate and thorough explanation of the likely reaction to the protest under one form of government OR provides an incomplete explanation of the likely reaction to the protest under each form of government OR provides one thorough and one incomplete explanation.

0 points  The response does not meet any of the above criteria. The response may only identify the likelihood that protests could be held.
Social Studies

Item 11

Spring 2008

Samples of Scored Student Responses
It could be the same thing just for presidents.
It would be very rare because it would probably not be a very subtle method. The people would be screaming in a dictatorship because if they didn't, they would probably be silent. There would also have to be a whole lot of people.

In a presidential democracy, however, the president would probably have to let the watch go on. He would just have to watch it happen. Unless it was stopped, then action would be taken.
It could be the same thing just for presidents.
This is likely because there is so many outside representative or people really wanting someone to be president, stating or protesting what they think.

Score Point: 0

This response received a score of 0 points because it is vague and does not clearly address the task.
This type of protest could be held in a presidential democracy and is much likely to happen. We have the right to say what we want and we have the freedom to do almost anything.
The citizens of the United States of America have the 1st Amendment rights to peaceable assembly. They can disagree, protest, and do anything to go against it as long as it doesn’t hurt any one physically. In the 1st Amendment, we have the right to peaceable assembly, freedom of speech, freedom of the press, and freedom of religion.

Score Point: 1

This response received a score of 1 point because it provides an explanation of the likely reaction to a protest within an example of a presidential democracy (“The citizens of the United States of America have the 1st Amendment rights to peaceable assembly”). The response does not address a likely response under a dictatorship. The response does not provide an explanation as to why protests are less likely in a dictatorship versus a democracy.
In a democracy, the protesters would get the attention of the nation’s voters, and the leader may not get re-elected in the following election. In a dictatorship, however, the protesters may go to jail for going against their leader.

Score Point: 1

This response received a score of 1 point because it provides an accurate explanation of the likely reaction to the protest under a presidential democracy (“the protesters would get the attention of the nation’s voters & the leader may not get elected”). The response inaccurately explains the reaction to protest under a dictatorship.
In a presidential democracy this kind of protesting would be fine, because the people have that right. On the other hand, people living under a dictatorship would not go and protest because in most dictatorship countries, they would be shot. Because it goes against the government which is not allowed in a dictatorship.

Score Point: 2

This response received a score of 2 points because it provides an accurate and thorough explanation of the likely reaction to the protest under both a presidential democracy (“In a presidential democracy this kind of protesting would be fine, because the people have that right”) and a dictatorship (“people living under a dictatorship would not go and protest because in most dictatorship countries they would be shot. Because it goes against the government which is not allowed...”).
It is highly likely in a democracy because nothing can happen to them + it is legal protest but never seen in dictatorship because they could be slaughtered for that illegal act.

Score Point: 2

This response received a score of 2 points because it provides an accurate explanation of the likely reaction to the protest under both a presidential democracy ("It is highly likely ... because nothing can happen to them + it is legal protest") and a dictatorship ("never seen in dictatorship because they could be slaughtered for that illegal act").
This type of protest could be held in a presidential democracy because in a democracy people have a say in who is president, plus they have freedom of speech so people could walk around all over their nation's capital and tell everyone to resign that they own rights. In a dictatorship it's completely different. Who ever is in charge has the complete say in all laws. He is also the person who chooses the next leader. Plus usually when you live under a dictator the laws are very strict.
The National Organization for Women (NOW) was created in 1966. It reflected a growing concern of many women that they were being treated unfairly. For example, some believed that the education of girls was not viewed as being as important as the education of boys.

Describe the perspectives of women in the 1960s that contributed to the creation of NOW regarding each of the following:

- employment
- political representation

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

Sample Responses for Item 17 (Extended Response):

Exemplar:
Women believed that they were discriminated against in the workplace by being paid less than men for the same jobs. They also believed that there were too few women in elected government offices.

Other correct partial responses:
Employment:
- Women believed they were passed over for hiring and promotion in the workplace.
- Women believed that jobs in certain fields were not open to women.
- Women believed gender discrimination provisions of the Civil Rights Act of 1964 were not being enforced by the Equal Employment Opportunity Commission.

Political representation:
- Women believed that their elected representatives did not treat women’s issues seriously.
- Women believed that the mainstream political parties did not represent their views.
Scoring Guidelines for Item 17:

Score Point  Description

4 points  The response provides accurate and complete descriptions of the perspectives of women in the 1960s regarding employment and political representation that contributed to the creation of NOW.

3 points  The response provides an accurate and complete description of one perspective and a partial description of another perspective (e.g., “Women believed they were discriminated against in employment.”)

2 points  The response provides an accurate and complete description of only one perspective.

OR

The response provides partial descriptions of two perspectives.

1 point  The response provides a partial description of one perspective.

0 points  The response does not meet any of the above criteria. The response may describe perspectives of women in areas unrelated to employment or political representation. The response may describe current issues related to women’s rights or other issues not related to the creation of NOW in 1966 (e.g., Equal Rights Amendment proposed in 1972, support for Roe v. Wade after 1973).
Social Studies
Item 17
Spring 2008

Samples of Scored Student Responses
Back then women were not allowed to work much but during WWII the women needed money to live so they went to work and that's what started Rosie the Riveter and after the war many women were fired and they didn't see much work until the late 1960s when the women protested and fought for their rights and it became a big thing they made songs about it like He Sjpect and the women soon got the right to work.

Score Point: 0

This response received a score of 0 points because it does not meet any of the criteria to receive a higher score for descriptions of the perspectives of women in the 1960s regarding employment and political representation.
In the 1960s the women that created NOW wanted to be educated so they could hold jobs and be represented in politics.

Score Point: 0

This response received a score of 0 points because it does not meet any of the criteria to receive a higher score for descriptions of the perspectives of women in the 1960s regarding employment and political representation. The focus of this response is on wanting education.
The perspective of women in the 1960s contributed to the creation of NOW. Women were not allowed to vote in the 1960s. They were not able to represent in politics. Women also were not able to find jobs because no one wanted to have women working for them. People believed women were not capable of getting the job done.

Score Point: 0

This response received a score of 0 points because it does not meet any of the criteria to receive a higher score for descriptions of the perspectives of women in the 1960s regarding employment and political representation.
In the 1960s, the perspective of women of employment concerning home was that women should be running the family, raising kids, cooking, cleaning, etc. - not working. The man of the house was the one with the job. It was not popular for women to be working.

Political representation of women worked with the same idea - that women were more in the background, while the men ran everything. Also at this time, women were not highly involved in politics. They had only recently gotten the right to vote, so they did not have a high place in politics.

Score Point: 1

This response received a score of 1 point because it provides a partial description of the perspective of women in 1960s regarding political representation ("women were more in the background, while the men ran everything. Also, at this time, women were not highly involved in politics").
When NOW was formed, women didn't typically have as good of jobs as men, but it helped to raise awareness and support for this issue. Women weren't represented in government because women didn't hold public office. This has changed since NOW formed.

Score Point: 1

This response received a score of 1 point because it provides a partial description of the perspectives of women in 1960s regarding employment ("women didn’t typically have as good of jobs as men"). The political representation response is inaccurate.
Employment: Women weren't getting paid as much as the guys were doing the same thing.

Political Representation: Women weren't treated as guys were anywhere.

Score Point: 1

This response received a score of 1 point because it provides a partial description of the perspective of women in the 1960s regarding employment ("women weren't getting paid as much as the guys were doing the same thing.") and an inaccurate description regarding political representation.
The women that started NOW believed that women weren’t hired as often as men. They also believed many organizations were unfair to women. The women of NOW also believed women weren’t properly represented in many political matters. They made NOW to change all this.

Score Point: 2

This response received a score of 2 points because it provides partial descriptions of the perspectives of women in the 1960s regarding employment (“women weren’t hired as often as men”) because similar jobs or qualifications are not mentioned, and a partial description of political representation (“women weren’t properly represented in many political matters”).
IN THE 1960’s WOMEN WERE NOT EQUAL TO MEN. THEY COULD NOT VOTE. THEREFORE THEY HAD NO SAY IN WHAT WAS GOING ON IN THE COUNTRY THEY WERE LIVING IN. SECONDLY, IF THEY COULD GET THE SAME JOB A MAN DID, WHICH WAS NOT OFTEN, THEY WERE PURPOSELY PAID LESS FOR THE SAME AMOUNT OF WORK. THESE SOCIAL, POLITICAL, AND ECONOMIC INJUSTICES LED TO THE CREATION OF NOW AND MANY OTHER ACTIVIST GROUPS.

Score Point: 2

This response received a score of 2 points because it provides a complete and accurate description of the perspective of women in the 1960s regarding employment (“if they could get the same job a man did, which was not often, they were purposely paid less for the same amount of work”) and an inaccurate description regarding political representation.
The perspective of women in the 1960s contributed to how because of employment and political representation. Women did not get employed as high as men did. Many jobs were qualified for women but people thought they weren't cut out for it. You also didn't see any women in any political power only men.

Score Point: 2

This response received a score of 2 points because it provides a complete and accurate description of the perspective of women in the 1960s regarding employment ("women did not get employed as high as men did") and an inaccurate description of political representation.
In the 1960s it was believed that women should not have the same rights as men. They were unequal people. Therefore, it made sense. As a result of this type of thinking, women were not permitted the same pay for jobs or even the same opportunities for jobs. If a woman wanted to be anything other than a teacher, a nurse, or a secretary, it was considered ludicrous. Also, because women were thought unequal, they were not represented equally. No laws were being made to help them because no one was representing them. Women everywhere felt this extremely unfair, and it was. They created organizations, like NOW, to gain rights and freedoms because men weren’t any better than women are. As a result, if a woman wants to be in government, she can, if a woman wants a law passed, let her process it. But we’re still waiting for equal pay.

Score Point: 3

This response received a score of 3 points because it provides an accurate and complete description of the perspective of women in the 1960s regarding employment ("women were not permitted the same pay for jobs or even the same opportunities for jobs") and a partially accurate description regarding political representation ("no laws were being made to help them because no one was representing them"). "No one was representing them" is an overstatement.
Employment → women were not treated equally, they didn’t receive the same wages as men, even if they worked the same job. Most women weren’t allowed to even work.

Political Representation → women were not seen in politics. Men thought that women did have the capability to be a good politician.

Because of these factors, the NOW movement was created.

Score Point: 3

This response received a score of 3 points because it provides an accurate and complete description of the perspectives of women in the 1960s regarding employment (“women were not treated equally, they didn’t receive the same wages as men”) and a partially accurate perspective regarding political representation (“women were not seen in politics.”).
Women in the 1960s were still not thought of as equal to the men. Women's employment and political representation was different. Employment of women was different in the 1960s because they were not hired as often as men were for jobs and they were paid a lot less.

Political representation was also a big factor in women creating NOW. Women's political rights were the same as men's but it didn't seem important for women to vote. Many women were looked down upon for speaking their minds.

Score Point: 3

This response received a score of 3 points because it provides a complete description of the perspectives of women in the 1960s regarding employment ("If you (Being a Woman) and a man went out for a job he would get it over you just because you were a Woman"), and a partial description of political representation ("women did not get the same representation as a man did").
NOW felt that women were passed up in hiring processes even if they were just as qualified. They also felt that women were paid less than men for doing the same jobs. NOW felt that women did not have a big enough role in the government and that there was not fair representation for women. For these reasons, NOW was formed.

**Score Point: 4**

This response received a score of 4 points because it provides accurate and complete descriptions of the perspectives of women in the 1960s regarding employment and political representation ("women were passed up in hiring processes even if they were just as qualified" and "women did not have a big enough role in the government and that there was not fair representation for women").
Womens views on employment in the 1960's were that they weren't offered nor accepted to the same jobs as men were. Women were being limited to what jobs they could apply and work at. Women were also concerned about their political representation in the 1960's. Not many women were holding office back then, and not many women were allowed to voice their opinions because they were perceived as being less than white males.
A perspective that helped contribute was that in the workforce, women weren't getting paid as much as men and they both did the same job. Also, there was not a lot of women holding political spots either. So most of society was run by what men were thinking and how they believed things should be run. Both of these were unfair.
Social Studies

Item 29

Spring 2008

Item and Scoring Guidelines
Item

29. The Cold War between the United States and the Soviet Union was partly the result of the expansion of the Soviet Union in Central and Eastern Europe as World War II ended.

- Describe one U.S. concern about the Soviet Union’s domination of Central and Eastern Europe after 1945.
- Cite a relevant action taken by the United States in response to the identified concern.

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

Sample Responses for Item 29 (Extended Response):

Exemplar:
The United States was concerned that the Soviet Union intended to use Central and Eastern Europe as a staging ground for military attacks upon Western European countries. In response, the United States and its allies formed NATO, whose charter stated that an attack upon any NATO member would be considered an attack upon all.

Other correct partial responses:

- **Concern:** The U.S. believed it had to stop the further spread of communism. **Actions:** may include references to containment, Marshall Plan, the Truman Doctrine, creation of NATO, sending troops to Europe.
- **Concern:** The Soviet Union refused to cooperate in the administration of the divided Germany and set up a communist government in the area under their control. It sealed off access to West Berlin (Berlin Blockade). **Actions:** the Berlin Airlift to keep the Allied-occupied West Berlin supplied, formation of NATO.
- **Concern:** the military capability of the Soviet Union was growing and there was the possibility of aggression by the Soviet Union. **Actions:** the United States set up NATO as a defensive military alliance, U.S. leadership and military presence in West Germany.
- **Concern:** The Soviet Union was transforming Eastern European countries into Soviet Union-dominated Communist states. **Actions:** U.S. programs—the Marshall Plan, Truman Doctrine to assist in the economic recovery of European countries and to counteract the lure of communist propaganda.
• **Concern:** The East German government with the support of the Soviet Union built the Berlin Wall to stop East Germans from defecting to the West. **Actions:** President Kennedy went to Berlin to show U.S. encouragement to the people of Berlin.

• **Concern:** The Soviet Union used its military force to suppress reform movements in Hungary in 1956 and Czechoslovakia in 1968. **Action:** The United States did not intervene but denounced the use of force and offered asylum to political refugees.

• **Concern:** There was a possibility of World War over Eastern Europe. **Actions:** the formation of NATO, U.S. military presence in Europe.

• **Concern:** There would be a loss of trade with Central and Eastern Europe. **Actions:** the Marshall Plan, the Truman Doctrine

• **Concern:** The Soviet Union created the Eastern bloc. **Action:** the formation of NATO.

**Scoring Guidelines for Item 29:**

<table>
<thead>
<tr>
<th>Score Point</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 points</td>
<td>The response will accurately and completely describe one concern and cite a relevant action.</td>
</tr>
<tr>
<td>3 points</td>
<td>The response will describe one concern and cite a relevant action. Either the concern or the action is partially accurate and/or incomplete.</td>
</tr>
</tbody>
</table>
| 2 points    | The response will accurately and completely describe one concern but fail to cite a relevant action.  
OR  
The response will give a partially accurate and/or incomplete description of one concern and a partially accurate and/or incomplete citation of a relevant action.  
OR  
The response will fail to describe a concern but will provide a clear and accurate citation of an action taken in response to Soviet expansion in Central and Eastern Europe. |
| 1 point     | The response will give a partially accurate and/or incomplete description of one concern and fail to cite a relevant action.  
OR  
The response will fail to describe a concern but will provide a partially accurate and/or incomplete citation of an action taken in response to Soviet expansion in Central and Eastern Europe. |
The response does not meet any of the above criteria. The response may discuss Cold War events, but not link concerns about actions of the Soviet Union in Europe with U.S. responses.
Social Studies

Item 29

Spring 2008

Samples of Scored Student Responses
In the mid 1900's the US and Soviet union faced a battle. The United States had a large concern for the disbehavior of the Soviet union to Europe. The Soviet union took over central and eastern Europe and treated them very poorly. Knowing that this was occurring, the United States agreed to start a war. They didn't want our allies to be treated poorly. War began and war ended the Soviet union had moved out of Europe. The battle was complete.
The U.S. didn't want Russia to be communist so they helped fight the communist forces in Russia.

**Score Point: 0**

This response received a score of 0 points because it does not meet any of the criteria to receive a higher score. The response fails to describe a concern about the Soviet Union’s domination of Central and Eastern Europe and fails to cite a relevant action by the United States.
They were concerned about that the Soviet Union had launched a space ship before they could have the chance to do so.

In response to what they did the U.S. started putting a lot of money into NASA so they could beat the Soviet Union in the space race. In that is how they responded on that.

Score Point: 0

This response received a score of 0 points because it does not meet any of the criteria to receive a higher score. The response fails to describe a concern about the Soviet Union’s domination of Central and Eastern Europe and instead discusses involvement in the space race (“the Soviet Union had launched a space ship before they could have”).
We thought that if they take over Europe that they might gain too much power.

So we sent our people over and destroyed the Soviet Union.
The U.S. was afraid that the Soviet Union would become too powerful. For that reason the United States went to war with them.
One concern about the Soviet Union was that they would try to start some kind of war and cause trouble. They made sure that all of that didn’t happen.

Score Point: 1

This response received a score of 1 point for partially describing a concern about the Soviet Union’s domination of Central and Eastern Europe (“they would try to start some kind of war and cause trouble”) but the action cited is incorrect.
The Soviet Union was spreading communism throughout Central and Eastern Europe. The United States formed anti-communist groups to ensure that the U.S. wouldn’t fall to communism.

Score Point: 2

This response received a score of 2 points for accurately and completely describing a concern about the Soviet Union’s domination of Central and Eastern Europe (“The Soviet Union was spreading communism throughout Central and Eastern Europe”), but fails to cite an appropriate relevant action.
One U.S. concern about the Soviet Union’s domination of Central and Eastern Europe after 1945 was that the Soviets would be cruel to the people they conquered and destroy their land and homes.

In response, the United States sent troops over to Europe to hold back Soviet force from taking over any more land.

**Score Point: 2**

This response received a score of 2 points for providing a complete citation about one relevant action of the Soviet Union’s domination of Central and Eastern Europe (“the United States sent troops over to Europe to hold back Soviet force”) but fails to describe an appropriate concern.
The United States wanted the widespread of capitalism and the Soviet Union didn’t.

They formed the Iron Wall which blocked trade from the capitalist west and the Socialist east.

Score Point: 2

This response received a score of 2 points for providing a complete description of an appropriate concern of the United States (The United States wanted the widespread of capitalism and the Soviet Union didn’t”). The response fails to cite an action taken by the United States in reaction to the Soviet Union’s domination of Central and Eastern Europe (“they formed the Iron Wall which blocked trade from the capitalist west and the Socialist east”).
One of the United States concerns was what they would begin to try and take over everything.

An action what the United States took was sending armed forces to all of the borders to protect against invasion from the Soviet Union.

Score Point: 3

This response received a score of 3 points for partially describing a concern about the Soviet Union's domination of Central and Eastern Europe ("they would begin to try and take over everything"), and a clear and accurate citation of a relevant action ("sending armed forces to all of the borders to protect against invasion").
The U.S. had not what I would call a concern but more a fear about the Soviet Union's domination of Central/Eastern Europe after 1945. It was called the "Red Scare." Many people (including the government) thought the Soviet Union would spread Communism. In return, the U.S. began to build its military and its weapons. The U.S. wanted to feel more protected. This in return became as we know it the Cold War. The race for building an atomic bomb and into space.

**Score Point: 3**

This response received a score of 3 points for accurately describing a concern about the Soviet Union’s domination of Central and Eastern Europe (“Many people ... thought the Soviet Union would spread Communism”) but cites only a partial action (“the U.S. began to build it’s military and it’s weapons”).
The U.S. was concerned about the Soviet Union’s domination, because they were getting more powerful than us. They were always a step ahead.

The U.S. took action by sending a U-2 spy plane over to Russia after an agreement made with them not to fight us. They found the plane on their radar and shot it down. This is known as the U-2 Incident.

Score Point: 3

This response received a score of 3 points for a partial description of a concern about the Soviet Union’s domination of Central and Eastern Europe (“The U.S. was concerned about the Soviet Union’s domination because they were getting more powerful than us.”), and an accurate citation of a relevant action (“The U.S. took action by sending a U-2 spy plane over to Russia after an agreement made with them not to fight us”).
This response received a score of 4 points for accurately and completely describing a concern about the Soviet Union’s domination of Central and Eastern Europe (“the U.S. was trying to stop the spread of communism. Soviets kept expanding so communism was spreading”), and completely and accurately cites relevant action (“The U.S. acted through the Truman Doctrine, Marshall Plan, + Policy of Containment to deal with the Soviets.”).
Try feared that the Soviet Union would try to take over all of Europe like Nazi Germany had just done in World War II.

A response to this action by the U.S. is the Berlin Air Drops where U.S. planes dropped supplies to Berliners and West German people when the Soviets blockaded it.

**Score Point: 4**

This response received a score of 4 points for accurately and completely describing a concern about the Soviet Union’s domination of Central and Eastern Europe ("the Soviets blockaded it [Berlin]") and cites a relevant action ("the Berlin Air drops where U.S. plains dropped supplies to Berliners and West German people"). This response also presents a second complete concern ("they feared that the Soviet Union would try to take over all of Europe like Nazi Germany had just done").
One concern of the spread of the USSR was the domino theory. The U.S. was worried that each country that falls to communism makes successive falling countries more likely. The U.S. adopted a policy of containment. This policy acknowledged Soviet domination of countries it already had; the U.S. would not try to liberate those countries. Countries that were free, however, would receive full U.S. support.

Score Point: 4

This response received a score of 4 points for accurately and completely describing a concern about the Soviet Union’s domination of Central and Eastern Europe (“the U.S. was worried that each country that falls to communism makes successive falling countries more likely”), and completely and accurately cites relevant action (“The U.S. adopted a policy of containment.”).
Social Studies

Item 35

Spring 2008

Item and Scoring Guidelines
Item
35. Identify one example of harsh working conditions for British factory workers in the 19th century. Explain how industrialization led to that condition.

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

Sample Responses for Item 35 (Short Answer):

Exemplar:
Because factory owners wanted to maximize their profits, they kept workers’ wages as low as possible.

Other correct individual responses:

Factory owners were motivated to keep production high and costs low to meet consumer demand. As a result:

- Workers were not provided job benefits such as insurance (low costs).
- Women and children were hired at low wages (low costs).
- Workdays were kept long, vacations few (maintain production).
- Rigid discipline was maintained (maintain production).
- Workers were not granted rights (maintain production).
- Factory owners provided little in the way of safety equipment for workers (low costs).

Industrialization was not regulated by government (laissez-faire policies). As a result:

- Health and safety issues were not addressed.
- Use of child labor was widespread.
- Workers’ rights were not protected.

Industrialization provided for advances in agricultural technology. As a result:

- Former agricultural workers came to work in factories and the competition for jobs helped keep wages low.

The introduction of new machinery in factories:

- led to dangerous working conditions in factories.
**Scoring Guidelines for Item 35:**

<table>
<thead>
<tr>
<th>Score Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 points</td>
<td>The response identifies one accurate example of harsh working conditions for factory workers in 19th century Britain and accurately explains how industrialization led to that example.</td>
</tr>
<tr>
<td>1 point</td>
<td>The response identifies one accurate example only. OR The response offers one accurate explanation only.</td>
</tr>
<tr>
<td>0 points</td>
<td>The response does not meet any of the above criteria. The response may discuss industrialization but not make a connection to working conditions.</td>
</tr>
</tbody>
</table>
Social Studies

Item 35

Spring 2008

Samples of Scored Student Responses
In the 19th century workers who worked in the factory had to work harder than what they got to do now.
The British had to work in very cold weather.

Score Point: 0

This response received a score of 0 points for incorrectly identifying one example of a harsh working condition ("The British had to work in very cold weather"). Having to work in cold weather is not a harsh working condition specific to British factory workers in the 19th century, and the response does not specify how industrialization caused harsh working conditions.
Working conditions for British factory workers in the 19th century were harsh because of the way they were.

Score Point: 0

This response received a score of 0 points for incorrectly identifying one example of a harsh working condition ("Because of the way they were" is too vague), and the response does not specify how industrialization caused harsh working conditions.
During the 19th century, industrialization caused a lot of changes in Great Britain. There became more and more factories. Although a lot of people were looking to work in the factory, the conditions were not very sanitary and safe. Employees had a very long workday without big breaks and good pay.

Score Point: 1

This response received a score of 1 point for correctly identifying one example of a harsh working condition (“the conditions were not very sanitary and safe”). No valid explanation for how industrialization contributed to these conditions was given.
Score Point: 1

This response received a score of 1 point for correctly identifying one example of a harsh working condition ("crowded work area") but did not explain how industrialization led to that condition.
One example of harsh working conditions in the 19th century was workers working very long hours. This was a threat to workers in factories because they would get very tired because they had very little sleep they would hurt themselves because they couldn't concentrate. Another problem with long hours was when you are constantly not giving your body the required rest it needs it starts to shut down and your immune system soon stops working and you become very sick and more prone to be ill. So as a result many factory workers became very ill. Industrialization led to this because there was more of a request for workers and goods after the depression.

Score Point: 1

This response received a score of 1 point for correctly identifying one example of a harsh working condition ("very long hours"). No valid explanation for industrialization was given.
Dangerous machinery and long hours were both apart of industrialization. The factorie owners were not concerned with the wellfair of their workers. Production and profit was the main goal of the factorie owners. Conditions stayed like this for a long time because if the workers were to strike they would loose there jobs. Industrialization raised the standard of living but at the coart of the safity of factorie workers.

Score Point: 2

This response received a score of 2 points for correctly identifying one example of a harsh working condition ("dangerous machinery" or "long hours") and for explaining how industrialization led to that condition ("factorie owners were not concerned with the wellfair of there workers" and "Production and profit was the main goal of the factorie owners").
One example of harsh working conditions for British factory workers in the 19th century would be unsafe machines. Industrialization led to this because everyone wanted to make products cheaply and with would have raised productivity costs.

Score Point: 2

This response received a score of 2 points for correctly identifying one example of a harsh working condition ("unsafe machines") and explaining that industrialization led to that condition ("everyone wanted to make products cheaply and safety would have raised productivity costs").
Harsh working conditions in the industrialization of Britain were
workers worked longer hours and less pay. The factories were not
clean and were dangerous around the equipment. The industrial
revolution brought these factories because it gave the demand for
more hours and cheaper pay with
more workers, also it came with
the dangerous equipment that
workers had to operate and
some workers would get injured
by the absence of the knowledge
of the equipment.

Score Point: 2

This response received a score of 2 points. It identifies several examples of harsh
working conditions (“worked longer hours,” “less pay,” “factories were not clean,”
“dangerous around the equipment”). There are several explanations offered as well
for how industrialization led to the working conditions. The clearest explanation is that
the “industrial revolution brought these factories...also it came with the dangerous
equipment that workers had to operate”.

79
Social Studies

Item 39

Spring 2008

Item and Scoring Guidelines
Item

39. Many people from the region of Southern and Eastern Europe, such as Italians and Russians, immigrated to the United States between the Civil War and World War I. Identify two factors in their home region that led them to move to the United States.

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

Sample Responses for Item 39 (Short Answer):

Exemplar:
One reason why they left their homelands was that social class structures limited economic opportunity. Another reason was poverty resulting from poor farm production.

Other correct individual responses:

They left their homelands because

- there was an increasing disparity between rich and poor.
- there was a lack of available farmland.
- there was a lack of economic opportunity.
- there was a lack of religious freedom.
- their countries were monarchies and they lacked the opportunity to participate in the political process.
- Jewish people from Eastern European countries were often persecuted in their homelands.
- they wanted to escape internal strife/violence.
- they wanted to avoid epidemics/starvation.
- they experienced crop failures in their homelands.

Scoring Guidelines for Item 39:

Score Points Description

2 points The response clearly identifies two factors in the region of Southern and Eastern Europe that led people to emigrate to the United States in the late 19th and early 20th centuries.
The response clearly identifies one factor in the region of Southern and Eastern Europe that led people to emigrate to the United States in the late 19th and early 20th centuries.

The response does not meet any of the above criteria. The response may describe conditions in the United States rather than conditions in the region of Southern and Eastern Europe.
Social Studies

Item 39

Spring 2008

Samples of Scored Student Responses
One factor was freedom, another was they wanted good jobs.

Score Point: 0

This response received a score of 0 points because it does not clearly identify two factors that led people to immigrate to the United States in the late 19th century and early 20th century. Conditions in the home region are too vaguely expressed to receive credit.
They might not of liked what there country was doing so they moved over her to start over and things they might not have like how there country was treating them or they might have thought that we were doing something better then what the Europe was doing.

Score Point: 0

This response received a score of 0 points because it does not clearly identify two factors that led people to immigrate to the United States in the late 19th century and early 20th century. Conditions in the home region are too vaguely expressed to receive credit.
People from Southern and Eastern Europe immigrated to the United States because of situations in their home region. They immigrated because they were poor and seeking a job. They also immigrated for religious freedom. Many immigrants were not tolerated in their home countries.

Score Point: 0

This response received a score of 0 points because it does not clearly identify two factors that led people to immigrate to the United States in the late 19th century and early 20th century. Conditions in the home region are too vaguely expressed to receive credit.
Between the Civil War and World War I, people from Southern and Eastern Europe came to the United States for many different reasons. First, Eastern European people had absolute monarchs that ignored their rights. The United States gave people rights as seen in the Bill of Rights. Second, areas in Eastern Europe were not as advanced as the United States, which led the way by World War I. These are the reasons why Eastern European decided to come to the United States.

Score Point: 1

This response received a score of 1 point because it clearly identifies one factor that led people to immigrate to the United States in the late 19th century and early 20th century ("Eastern European people had absolute monarchs that ignored their rights"). The second factor addressed is too general to earn 1 point ("Areas in Eastern Europe were not as advanced as the United States") and does not clearly indicate a specific reason for immigration.
Score Point: 1

This response received a score of 1 point because it clearly identifies one factor that led people to immigrate to the United States in the late 19th century and early 20th century ("They bairly got any freedom if any at all"). “Technology” is an incorrect response for this prompt.
One factor of their home region was that either they were having some problems with their government or they thought that they would be better off coming to the U.S. they moved because maybe also they wanted to help the colonies get their independence. And live in a free country.
One factor that happened in their homeland was religious persecution. Another factor could've been famine or unemployment.

Score Point: 2

This response received a score of 2 points because it clearly identifies two factors that led people to immigrate to the United States in the late 19th century and early 20th century (“religious persecution”) and (“famine or unemployment”).
1. It was very difficult to find work in those countries.
2. They were going through difficult times such as war causing their living conditions to be very bad.

Score Point: 2

This response received a score of 2 points because it clearly identifies two factors that led people to immigrate to the United States in the late 19th century and early 20th century ("It was very difficult to find work in those countries" and "difficult times such as war causing their living conditions to be very bad").
People from Southern and Eastern Europe immigrated to the United States because of situations in their home region. They immigrated because they were poor and seeking a job. They also immigrated for religious freedom. Many immigrants were not tolerated in their home countries.

Score Point: 2

This response received a score of 2 points because it clearly identifies two factors that led people to immigrate to the United States in the late 19th century and early 20th century ("were poor and seeking a job" and "Many immigrants were not tolerated in their home countries.").