

Question 2: Short Answer Primary Source**3 points****General Scoring Notes**

- Each point is earned independently.
- **Accuracy:** These scoring guidelines require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam responses should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.
- **Describe:** Provide the relevant characteristics of a specified topic. Description requires more than simply mentioning an isolated term.
- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

A Briefly describe one purpose of political leaders in promoting ideas such as Webster's. **1 point**

Examples of acceptable responses may include the following:

- One purpose was to promote patriotic unity during a time of growing sectionalism in the United States.
- Webster hoped to inspire all parts of the country to work together for the common good.
- One purpose was to promote the belief that the government had the power to fund internal improvements.

B Briefly explain one development from 1820 to 1848 that contributed to the political ideas debated in the speech. **1 point**

Examples of acceptable responses may include the following:

- Webster wanted to unify the country, and during the period political leaders debated plans to unify the United States economy, such as the American System.
- Political parties debated the powers of the federal government, such as passing tariffs.
- The Second Great Awakening helped contribute to the individualistic and democratic fervor of the period between 1820 and 1848 and increased some Americans' commitment to their country and government.
- The growth of an antislavery movement in the North intensified regional differences between the North and the South, and some politicians tried to bridge those differences by finding ways to bring the country together.
- The market revolution intensified economic differences between the industrial North and agrarian South and encouraged some politicians to try to find ways to unify the country.

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- Attempts to compromise over the expansion of slavery between 1820 and 1848 sought to create national unity.
 - Territorial expansion increased sectional tensions, which threatened national unity.
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C Briefly explain how one political debate between 1848 and 1865 was similar to the debate in the speech. **1 point**

Examples of acceptable responses may include the following:

- Later debates over whether the federal government could regulate slavery during the 1850s were similar to the debate in Webster's speech about internal improvements because both involved questions of the extent of federal powers.
 - Continued debates over the expansion of slavery were similar to those regarding internal improvements because both often divided along sectional lines.
 - Debates around the Dred Scott decision were similar to Webster's discussion of sectional tensions and the need for national unity.
 - Debates over secession were similar because they questioned whether the United States was one country or a collection of states.
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Question 4: Short Answer No Stimulus**3 points****General Scoring Notes**

- Each point is earned independently.
- **Accuracy:** These scoring guidelines require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam responses should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.
- **Describe:** Provide the relevant characteristics of a specified topic. Description requires more than simply mentioning an isolated term.
- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

A Briefly describe one political development during Reconstruction from 1865 to 1877. **1 point**

Examples of acceptable responses may include the following:

- During Reconstruction politicians debated whether to extend suffrage to formerly enslaved men.
- Congress ratified the Thirteenth Amendment.
- African American men held political office.
- Reconstruction resulted in debates over the process of readmitting states back into the Union.
- The Compromise of 1877 resulted in the end of Reconstruction.

B Briefly describe one effect of the end of Reconstruction from 1877 to 1900. **1 point**

Examples of acceptable responses may include the following:

- The end of Reconstruction resulted in the passage of segregation laws throughout the South.
- The Democratic Party regained its political power in the South as a result of the end of Reconstruction.
- Sharecropping remained the dominant agricultural system in the South as African Americans' access to land decreased.

C Briefly explain how one group responded to debates about the federal government from 1900 to 1945. **1 point**

Examples of acceptable responses may include the following:

- Progressives responded to debates about the federal government by arguing that the federal government had additional powers to intervene in the economy, and they

- The Supreme Court believed the federal government had asserted too much power and handed down rulings that limited its power.
- Labor unions called for the federal government to better protect workers during the New Deal.
- Women believed the federal government should pass a constitutional amendment granting them the right to vote.
- The NAACP believed the federal government should provide more protection for the civil rights of African Americans.
- Conservationists believed that the federal government had the responsibility to protect natural resources.

Question 1: Document-Based Question, Role of the Federal Government**7 points****General Scoring Notes**

- Except where otherwise noted, each point of these rubrics is earned independently; for example, a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

Evaluate the extent to which the role of the federal government in the United States economy changed from 1932 to 1980.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim (0–1 points)	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
Decision Rules and Scoring Notes		
Responses that do not earn this point: - Are not historically defensible. - Only restate or rephrase the prompt. - Do not respond to the prompt. - Do not establish a line of reasoning. - Are overgeneralized.		Responses that earn this point: Provide a historically defensible thesis or claim about the extent to which the role of the federal government in the United States economy changed from 1932 to 1980. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.
Examples that do not earn this point: Provide a restatement of the prompt <i>“The role of the federal government in the United States economy changed from 1932 to 1980.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“The United States economy experienced both recessions and boom periods from 1932 to 1980.”</i> Provide an overly generalized response to the prompt <i>“The federal government was not very interested in the United States economy from 1932 to 1980.”</i>		Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“From 1932 to 1980, the federal government became increasingly invested in finding ways to use federal power to ensure economic stability and growth, which later produced criticism of the expansion of federal power.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“The period between 1932 and 1980 was marked by the rise and fall of a New Deal order in United States politics, one that witnessed federal government intervention into the economy, the formation of new social programs, and the creation of new regulatory agencies.”</i> Establish a line of reasoning <i>“The government increased its role in the economy by actively creating programs to provide jobs to workers.”</i> [Minimally acceptable thesis/claim]
Additional Notes: - The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). - The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.		

Reporting Category	Scoring Criteria	
Row B Contextualization (0–1 points)	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Provide an overgeneralized statement about the time period referenced in the prompt. - Provide context that is not relevant to the prompt. - Provide a passing phrase or reference.	Responses that earn this point: Accurately describe a context relevant to the role of the federal government in the United States economy from 1932 to 1980.
	Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>“Economic panics shed light on the weaknesses of the federal government during the era of the Articles of Confederation.”</i> Provide an overgeneralized statement about the time period referenced in the prompt <i>“The government was very active in people’s lives during the time period.”</i>	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Jacksonian debates about the economy - Gilded Age - Laissez-faire economics - First World War - Roaring Twenties 1929 stock market crash/Black Friday - Cold War - Globalization Examples of acceptable contextualization: <i>“During the Gilded Age, many businesses and politicians argued that government should pursue laissez-faire policies and not be involved in the economy.”</i> <i>“The stock market crashed, causing lots of unemployment.”</i> [Minimally acceptable contextualization]
	Additional Notes: - The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt. - To earn this point, the context provided must be more than a phrase or reference.	

Reporting Category	Scoring Criteria		
Row C Evidence from Documents	0 points Does not meet the criteria for one point.	1 point Uses the content of at least three documents to address the topic of the prompt.	2 points Supports an argument in response to the prompt using at least four documents.
(0–2 points)	Decision Rules and Scoring Notes		
	Responses that do not earn points: - Use evidence from less than three of the documents - Misinterpret the content of the document - Quote the content of the documents without providing an accompanying description - Address documents collectively rather than considering separately the content of each document		
		Responses that earn 1 point: Accurately describe—rather than simply quote—the content from at least three of the documents to address the role of the federal government in the United States economy from 1932 to 1980.	Responses that earn 2 points: Support an argument in response to the prompt by accurately using the content of at least four documents.
		Examples of describing the content of a document: Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument [Document 1]: “Document 1 discusses racial discrimination in New Deal programs.” [Document 2]: “Document 2 shows a government program to recruit migrant farm workers.”	Examples of supporting an argument using the content of a document: [Document 7]: “As illustrated in Document 7, by the 1970s, more and more political leaders were arguing that the government was interfering too much in the economy through taxation and regulation.” [Uses evidence from the document to support an argument about changing attitudes towards government spending] [Document 6]: “Document 6 shows how some groups in the United States, such as farm workers, advocated for the United States government to support their efforts at gaining economic opportunities and protections.” [Uses evidence from the document to support an argument about how labor unions advocated for increased government intervention in the economy]
	Additional Notes: To earn two points, the four documents do not have to be used in support of a single argument—they can be used across sub-arguments or to address counterarguments.		

Row C Evidence Beyond Documents (0–1 points)	0 points Does not meet the criteria for one point.	1 point Uses at least one additional piece of specific historical evidence [beyond that found in the documents] relevant to an argument in response to the prompt.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: • Provide evidence that is not relevant to an argument about the prompt. • Provide evidence that is outside the time period or region specified in the prompt. • Repeat information that is specified in the prompt or in any of the documents. • Provide a passing phrase or reference.	Responses that earn this point: • Must use at least one specific piece of historical evidence relevant to the extent to which the role of the federal government in the United States economy changed from 1932 to 1980. Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided: • Great Depression • New Deal • Franklin Roosevelt • Liberalism • Postwar economic growth • Baby boom • GI Bill • Conservatism • New Right • Great Society • Lyndon B. Johnson • Civil Rights movement • Dolores Huerta • Deindustrialization in the Rust Belt • Ronald Reagan Examples of evidence beyond the documents relevant to an argument about the prompt: • <i>“Lyndon B. Johnson’s Great Society further expanded the federal government’s role in the economy by creating government programs to fight poverty.”</i> [Provides a piece of evidence not in the documents relevant to an argument about the prompt] • <i>“Ronald Reagan gained support in the Election of 1980 by arguing that the federal government should have less control over the economy.”</i> [Provides a piece of evidence not in the documents relevant to an argument about the prompt]
	Additional Notes: • Typically, statements credited as evidence will be more specific than statements credited as contextualization. • To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization. • To earn this point, the evidence provided must be more than a phrase or reference. • The point for evidence beyond the documents may be awarded for evidence that appears in any part of the response.	

Reporting Category	Scoring Criteria	
Row D Analysis and Reasoning Sourcing	0 points Does not meet the criteria for one point.	1 point For at least two documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.
(0–1 points)	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Explain sourcing for fewer than two of the documents. - Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument. - Summarize the content or argument of the document without explaining the relevance of this summary to the point of view, purpose, historical situation, and/or audience. Examples that do not earn this point: Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument “Document 3 was photographed during the Cold War.” Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience “Document 1 claims the Works Progress Administration discriminated against women of color.”	Responses that earn this point: - Must explain how or why—rather than simply identifying—the document’s point of view, purpose, historical situation, or audience is relevant to an argument that addresses the prompt for each of the two documents sourced. Example of acceptable explanation of the relevance of the author’s point of view: [Document 7]: “Document 7 demonstrates how Republicans like Holt began to more actively attempt to limit the role of the federal government, which marked a turn away from the predominance of liberalism in the 1950s and 1960s.” [Connects the point of view of the document relevant to an argument about changing ideas about the role of the federal government in the United States economy] Example of acceptable explanation of the relevance of the author’s purpose: [Document 4]: “In Document 4, President John F. Kennedy’s purpose was to promote the idea that the United States had a moral obligation to intervene and help citizens through actions like government programs to provide health insurance to older Americans.” [Connects the purpose of the document relevant to an argument about how liberal ideas in the postwar era promoted government action in the economy to address social issues] Example of acceptable explanation of the relevance of the historical situation of a source: [Document 3]: “Document 3 illustrates how competition with the Soviet Union during the Cold War influenced the federal government’s decision to spend money on federal projects, such as the interstate highway system.” [Connects the historical situation of the document relevant to an argument about the role of foreign affairs in the changing role of government in the economy] Example of acceptable explanation of the relevance of the audience: [Document 1]: “The audience for Document 1 was government officials who both supported the expansion of government aid during the New Deal, while they also needed to maintain popular support for the New Deal amongst southern segregationists.” [Connects the audience of the document relevant to an argument about the differences in the outcomes of government intervention in the economy for different groups]

Row D Analysis and Reasoning Complex Understanding (0–1 points)	0 points Does not meet the criteria for one point.	1 point Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
	Decision Rules and Scoring Notes	
		Responses that earn this point: May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as: - Explaining multiple themes or perspectives to explore complexity or nuance; OR - Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR - Explaining both cause and effect, both similarity and difference, or both continuity and change; OR - Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt. May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways, such as: - Effectively using seven documents to support an argument that responds to the prompt; OR - Explaining how the point of view, purpose, historical situation, and/or audience of at least four documents supports an argument that responds to the prompt; OR - Using documents and evidence beyond the documents effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt. Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: - The response argues that the rise of liberalism encouraged the federal government’s role in the United States economy to increase steadily throughout the period, which eventually led to a resurgence of conservatism, arguing for a more limited role for the federal government. It then qualifies this argument by discussing how many federal programs such as Social Security remained popular despite growing conservative sentiment. [Explaining multiple perspectives] - The response argues that the federal government’s role in the United States economy was felt differently in various regions throughout this period. It points to the effect of government spending for urban areas in the North and West during the New Deal and Second World War, and the influence of government spending on the rise of the Sunbelt during the 1950s through 1970s. [Explaining insightful connections across geographical areas]
	Additional Notes: - This complex understanding must be part of the argument and may be demonstrated in any part of the response. - While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference. - To earn a point for complexity by using seven documents in support of an argument, there must be an attempt to use all seven documents to effectively support an argument, but the use of the documents may be unevenly or inconsistently developed, or the document use may be weaker in one or two instances.	

Document Summaries

Document	Summary of Content	Explains the relevance of point of view [POV], purpose, situation, and/or audience by elaborating on examples such as:
1. Letter from women members of the Workers Council of Colored People to Harry Hopkins, head administrator of the Works Progress Administration (WPA), 1937	- Claims the Works Progress Administration's discrimination against women of color is negatively impacting their quality of life - Asks for investigation into why teachers are not being employed - States that White women have been hired for jobs while African American women lost their jobs - Asks for relief from the government for African American women if they cannot be hired by the WPA	- The women members of the Workers Council of Colored People wrote this letter to alert Harry Hopkins and the WPA to the unexplained injustices enacted by the organization. [audience/purpose] - The letter was written during the New Deal when the federal government was growing in size and providing more services to Americans, while Jim Crow racial discrimination was still prevalent. [situation]
2. United States War Food Administration, pamphlet distributed to farmers, 1943	- States that if enough farm laborers can't be supplied, surplus workers from other areas will be supplied - States that migrant farm laborers come from Mexico, Jamaica, and the Bahamas - States that agreements are made with other countries to bring in these laborers	- The pamphlet was written during the Second World War, at a time when there were labor shortages because of mass mobilization for the war effort. [situation] - The audience of the pamphlet was farmers who were seeking to support the war effort by recruiting immigrant laborers due to labor shortages during the war. [audience]
3. Federal officials attending an exhibition about the Federal-Aid Highway Act of 1956, a law that funded the creation of a system of interstate highways across the United States, 1957	- Depicts an exhibition map of the public roads that connect to form a national highway system - Shows federal officials standing in front of the map	- The map was created at a time when the United States was focused on defending the country from foreign attack during the Cold War. [situation] - The map was created to inform politicians and the public about the intended outcomes of the Federal-Aid Highway Act of 1956. [purpose]
4. President John F. Kennedy, State of the Union address, 1962	- Argues that the wealth of the United States should be used to expand opportunities for Americans - Argues for the importance of health insurance for older Americans - Claims that private health insurance only helps a few Americans and is too costly and limited	- The State of the Union address was delivered at a time when liberal ideas about using government power to address social issues such as poverty and to improve Americans' lives were influential throughout the country. [situation] - The State of the Union message was delivered in order to convince Americans to support health insurance provided by the federal government for older Americans. [purpose]

	Argues that the government should extend health insurance to elderly Americans	
5. Barry Goldwater, speech accepting the Republican Party presidential nomination, 1964	- Argues that the Republican Party is focused on the freedom of Americans - Argues that Republicans are focused on resisting concentrated power and keeping power with the people - Argues that Republicans focus on creating opportunities for Americans while not abandoning those in need - Argues that government should maintain a free and competitive economy - Argues that government should be close to the people affected	- The speech was delivered at a time when conservatives in the country were becoming increasingly critical of federal programs and the legacy of the New Deal in the United States. [situation] - Conservatives, such as Barry Goldwater, believed that liberalism in government threatened freedom by increasing federal power. [point of view]
6. César Chávez, statement to the United States Senate, 1969	- Argues that farm workers should be helped by Congress and the nation - Argues that unions are necessary to help farm workers - Argues that unions need government support to be successful - Asks for the assistance of the American people and Congress	- Union activists such as Chávez believed that farm workers need to unite to improve their bargaining power against growers through support from the federal government. [point of view] - During the 1960s, the spread of the African American Civil Rights movement encouraged other groups, such as predominantly Latino farm workers, to advocate for their rights. [situation]
7. Marjorie S. Holt, Republican member of Congress, <i>The Case Against the Reckless Congress</i> , 1976	- Claims that America is devolving into tyranny - States that the level of government spending is high and argues that taxation and inflation hurt private industry - Argues that Congress is at fault for economic problems because of high spending - Argues that central government planning leads to tyranny - Argues that people are governed best by state and local governments	- During the 1970s, economic stagnation led many Americans to question the size and actions of the federal government, which contributed to a rise in the power of the Republican Party. [situation] - Holt hoped to convince the American people that liberalism was failing them and that conservative philosophies should guide the federal government instead. [purpose]

Question 2: Long Essay Question, Native American Societies and European Colonists**6 points****General Scoring Notes**

- Except where otherwise noted, each point of these rubrics is earned independently; for example, a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

Evaluate how Native American societies adapted to the presence of European colonists in North America from 1500 to 1754.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim (0–1 points)	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
Decision Rules and Scoring Notes		
Responses that do not earn this point: - Are not historically defensible. - Only restate or rephrase the prompt. - Do not respond to the prompt. - Do not establish a line of reasoning. - Are overgeneralized.		Responses that earn this point: Provide a historically defensible thesis or claim about how Native American societies adapted to the presence of European colonists in North America from 1500 to 1754. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.
Examples that do not earn this point: Provide a restatement of the prompt <i>“Native American societies adapted to the presence of European colonists in North America.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“Native Americans adapted to Europeans in many ways.”</i> Are not historically defensible <i>“Native Americans didn’t adapt to the presence of Europeans.”</i>		Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“While some Native Americans often sought alliances with Europeans to improve their regional power position, others sought alliances with other Native nations to prevent the expansion of European colonies.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“Native Americans adapted to Europeans by seeking out some European goods, while also reinforcing some aspects of their traditional culture.”</i> Establish a line of reasoning <i>“The introduction of new diseases forced Native Americans to rebuild their societies.”</i> <i>“Native Americans adapted by trading furs with Europeans.”</i> [Minimally acceptable thesis/claim]
Additional Notes: - The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). - The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.		

Reporting Category	Scoring Criteria	
Row B Contextualization (0–1 points)	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Provide an overgeneralized statement about the time period referenced in the prompt. - Provide context that is not relevant to the prompt. - Provide a passing phrase or reference.	Responses that earn this point: Accurately describe a context relevant to Native American societies and the presence of European colonists in North America from 1500 to 1754.
	Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>“Colonists issued the Declaration of Independence because they were sick and tired of taxes.”</i> Provide a passing phrase or reference <i>“There were a wide variety of Native American cultures before the arrival of Europeans.”</i>	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Native American societies prior to contact with Europeans - Pre-contact trade between Native American nations - European transoceanic ventures - Christopher Columbus - Conflict between Protestants and Catholics in Europe - Native American participation in the American Revolution - Native American relations with the United States government Example of acceptable contextualization: <i>“Many Native American societies had maize-based agriculture, which contributed to trade networks that stretched across the Americas.”</i> <i>“Columbus landed in the Americas in 1492 which led to colonization in Mexico and South America.”</i> [Minimally acceptable contextualization]
	Additional Notes: - The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt. - To earn this point, the context provided must be more than a phrase or reference.	

Reporting Category	Scoring Criteria		
Row C Evidence (0–2 points)	0 points Does not meet the criteria for one point.	1 point Provides specific examples of at least two pieces of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using at least two pieces of specific and relevant evidence.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: - Identify a single piece of evidence. - Provide evidence that is not relevant to the topic of the prompt. - Provide evidence that is outside the time period or region specified in the prompt. - Repeat information that is specified in the prompt. Examples that do not earn points: Provide evidence that is outside the time period or region specified in the prompt <i>“Cahokia was an important Native American city in the Mississippi River region.”</i>	Responses that earn 1 point: - Identify at least two specific historical examples relevant to Native American societies and the presence of European colonists in North America from 1500 to 1754. Examples of evidence that are specific and relevant include the following (two examples required): - Columbian Exchange - Encomienda - Casta system - Powhatan - Pocahontas - Fur trade - Métis people - Native alliances with Europeans [e.g., Haudenosaunee “Covenant Chain” with the British] - Pueblo Revolt / Popé’s Rebellion - Pequot War - Metacom’s [King Philip’s] War - Bartolomé de las Casas - Mission settlements - Imperial wars [King William’s War, Queen Anne’s War, King George’s War] - British colonial regions [New England, middle colonies, southern colonies] Example of a statement that earns one point for evidence: <i>“Partly due to the influence of Catholic figures such as Bartolomé de las Casas, the Spanish monarch passed laws in the mid-1500s to regulate the encomienda and the general treatment of Native Americans.”</i>	Responses that earn 2 points: - Use at least two specific historical examples to support an argument regarding how Native American societies adapted to the presence of European colonists in North America from 1500 to 1754. Examples that successfully support an argument with evidence: <i>“Indigenous people adapted to the presence of Europeans by engaging with them commercially, such as through the fur trade, and forming alliances, such as the Covenant Chain between the Haudenosaunee Confederacy and the British.”</i> [Uses evidence to support an argument about how Indigenous people adapted by engaging in commerce and diplomacy with Europeans] <i>“Mission settlements, such as those in established in New France, saw thousands of Indigenous inhabitants adopting the Christian faith, while other Native groups resisted European incursions through conflicts such as Metacom’s War.”</i> [Uses evidence to support an argument about how Native American societies both accommodated and resisted European colonists] <i>“Native Americans altered their lifestyles in response to the Columbian Exchange through developments such as adopting horses for buffalo hunting and trading traditional foodstuffs, such as corn, beans, and squash, with European colonists for manufactured goods like pots and hatchets.”</i> [Uses evidence to support an argument about how Native Americans altered their lifestyles in response to the Columbian Exchange]

Additional Notes:

- Typically, statements credited as evidence will be more specific than statements credited as contextualization.
- If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two.

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning Complex Understanding	0 points Does not meet the criteria for one point.	1 point Uses historical reasoning [e.g. comparison, causation, continuity and change] to frame or structure an argument that addresses the prompt.	2 points Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
(0–2 points)	Decision Rules and Scoring Notes		
	Responses that do not earn points: - May include evidence but offer no reasoning to connect the evidence to an argument. - May assert the use of historical reasoning but does not use it to frame or structure an argument. Examples that do not earn points: Provide evidence but offer no reasoning to connect the evidence to an argument category <i>“British settlers founded Jamestown.”</i>	Responses that earn 1 point: - Must demonstrate the use of historical reasoning to frame or structure an argument about how Native American societies adapted to the presence of European colonists in North America from 1500 to 1754. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity. Using a historical reasoning process to frame or structure an argument could include: - Explaining how the treatment of Native Americans by the Spanish and the treatment of Native Americans by the French led to differences in how different Native groups responded to colonization. - Explaining how the introduction of new manufactured goods into North America altered Native American societies and politics. Example of acceptable use of historical reasoning: <i>“Many Native Americans participated as subjects of the Spanish Empire, while in the French Empire most asserted their rights as independent sovereign</i>	Responses that earn 2 points: May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as: - Explaining multiple themes or perspectives to explore complexity or nuance; OR - Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR - Explaining both cause and effect, both similarity and difference, or both continuity and change; OR - Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt. May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways that might include: - Explaining how multiple pieces of specific and relevant evidence [at least four] support a nuanced or complex argument that responds to the prompt; OR - Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt. Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: - A response may argue that Native Americans adapted to the European presence by incorporating aspects of European culture into their societies. It then provides multiple pieces of specific and relevant evidence, including the adoption of aspects of Christianity by Native peoples in Mexico and South America, the incorporation of horses into buffalo hunting by Native peoples on the Great Plains, the participation of Native peoples in eastern North America in the fur trade with the Dutch, French, and British, and the incorporation of metal tools and firearms into domestic work and warfare by Native peoples across the Americas. [Explains how at least four pieces of evidence support a nuanced or complex argument]

		<i>allies.</i>" [Indicates a difference between how Native Americans adapted to Spanish colonialism and how they adapted to French colonialism]	A response may compare the responses of Native American societies to European empires in different regions across North America, arguing that the different social and economic structures of the Aztec people of Mexico, compared to Algonquian peoples of eastern North America, led to differing adaptations to colonization. The more centrally organized Aztec empire was conquered and incorporated into the Spanish empire, while the more decentralized Native American groups of eastern North America remained independent from European colonies and maintained their sovereignty. [Explains relevant connections across geographical areas]
	Additional Notes: - To earn the first point for analysis and reasoning, the response must use historical reasoning to structure a response to the prompt, although the reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking in specificity. - This complex understanding must be part of the argument and may be demonstrated in any part of the response. - While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.		

Question 3: Long Essay Question, Reform Movements and Industrialization**6 points****General Scoring Notes**

- Except where otherwise noted, each point of these rubrics is earned independently; for example, a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

Evaluate how different reform movements in the United States responded to industrialization from 1820 to 1900.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim (0–1 points)	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
Decision Rules and Scoring Notes		
	Responses that do not earn this point: - Are not historically defensible. - Only restate or rephrase the prompt. - Do not respond to the prompt. - Do not establish a line of reasoning. - Are overgeneralized. Examples that do not earn this point: Provide a restatement of the prompt <i>“Reform movements responded to industrialization.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“Some reform groups didn’t like industrialization.”</i> Provide a claim that does not respond to the prompt <i>“The era of industrialization needs to be reinvestigated by historians of reform movements.”</i>	Responses that earn this point: - Provide a historically defensible thesis or claim about how different reform movements in the United States responded to industrialization from 1820 to 1900. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument. Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“While some groups sought to address the problems of industrialization, such as through utopian movements, other reform movements sought to address problems like working conditions through union movements.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“Because of problems caused by industrialization, some reform groups sought to spread evangelical religion, improve working conditions, and limit the power of businessmen.”</i> Establish a line of reasoning <i>“Between 1820 and 1900 reform movements responded by trying to help factory workers.”</i> [Minimally acceptable thesis/claim]
Additional Notes: - The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). - The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.		

Reporting Category	Scoring Criteria	
Row B Contextualization	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
(0–1 points)	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Provide an overgeneralized statement about the time period referenced in the prompt. - Provide context that is not relevant to the prompt. - Provide a passing phrase or reference.	Responses that earn this point: Accurately describe a context relevant to reform movements in the United States or industrialization from 1820 to 1900.
	Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>“During the 1800s the United States maintained distinct regional cultural sensibilities.”</i> Provide an overgeneralized statement about the time period referenced in the prompt <i>“Reformers wanted to make society better.”</i>	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Colonial American economies - Transatlantic slave trade - First Great Awakening - The Enlightenment - Gradual emancipation - Cottage industry - Jacksonian democracy - The New Deal - Social activism in the 1960s Example of acceptable contextualization: <i>“During the Jacksonian Era, almost all White men gained voting rights as state laws that limited voting to property owners were eliminated.”</i> <i>“Eli Whitney invented the cotton gin, leading to the growth of more cotton in the South.”</i> [Minimally acceptable contextualization]
	Additional Notes: - The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt. - To earn this point, the context provided must be more than a phrase or reference.	

Reporting Category	Scoring Criteria		
Row C Evidence (0–2 points)	0 points Does not meet the criteria for one point.	1 point Provides specific examples of at least two pieces of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using at least two pieces of specific and relevant evidence.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: - Identify a single piece of evidence. - Provide evidence that is not relevant to the topic of the prompt. - Provide evidence that is outside the time period or region specified in the prompt. - Repeat information that is specified in the prompt. Examples that do not earn points: Repeat information that is specified in the prompt <i>“Reform emerged as a response to industrialization.”</i>	Responses that earn 1 point: - Identify at least two specific historical examples relevant to reform movements in the United States or industrialization from 1820 to 1900. Examples of evidence that are specific and relevant include the following (two examples required): - Market revolution - Second Great Awakening - Temperance movement - Seneca Falls Convention - Abolitionism - Lowell factory system - Gilded Age - Trusts - Social Gospel - Andrew Carnegie / Gospel of Wealth - Labor unions (e.g., Knights of Labor, American Federation of Labor) - Haymarket Square - Pullman Strike - Jane Addams / Hull House - Eugene Debs - Jacob Riis - Muckrakers - Progressivism Example of a statement that earns one point for evidence: <i>“The rise of corporate trusts contributed to the concentration of wealth among industrialists. Advocates of the Social Gospel promoted reform to help poorer Americans.”</i>	Responses that earn 2 points: - Use at least two specific historical examples to support an argument regarding how different reform movements in the United States responded to industrialization from 1820 to 1900. Examples that successfully support an argument with evidence: <i>“During the market revolution, the expansion of commerce led to the growth of new industrial cities and the rise of some social problems, which reformers inspired by the Second Great Awakening felt they should take action to address.”</i> [Uses evidence to support an argument about how religion inspired the response of reformers to industrialization] <i>“The working conditions in factories and power of corporate trusts over their works led reformers to promote the spread of labor unions.”</i> [Uses evidence to support an argument about how industrialization contributed to the rise of labor union activism] <i>“As alcohol consumption increased in industrializing cities in the 1830s and 1840s, many women joined in a growing reform to promote temperance.”</i> [Uses evidence to support an argument about how women reformers responded to industrialization by joining the temperance movement]

Additional Notes:

- Typically, statements credited as evidence will be more specific than statements credited as contextualization.
- If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two.

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning Complex Understanding	0 points Does not meet the criteria for one point.	1 point Uses historical reasoning [e.g. comparison, causation, continuity and change] to frame or structure an argument that addresses the prompt.	2 points Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
(0–2 points)	Decision Rules and Scoring Notes		
	Responses that do not earn points: - May include evidence but offer no reasoning to connect the evidence to an argument. - May assert the use of historical reasoning but does not use it to frame or structure an argument. Examples that do not earn points: Provide evidence but offer no reasoning to connect the evidence to an argument <i>“Charles Grandison Finney was a preacher.”</i>	Responses that earn 1 point: - Must demonstrate the use of historical reasoning to frame or structure an argument about how different reform movements in the United States responded to industrialization from 1820 to 1900. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity. Using a historical reasoning process to frame or structure an argument could include: - Explaining how the shift to factory production contributed to the rise in activism by labor unions. - Explaining a similarity in the religious motivations behind reform advocated during the Second Great Awakening and by proponents of the Social Gospel. Example of acceptable use of historical reasoning: <i>“During both the era of the market revolution and during the Gilded Age, religious ideas contributed to reform movements by inspiring temperance reformers and promoters of the Social Gospel.”</i> [Indicates a similarity between different types of	Responses that earn 2 points: May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as: - Explaining multiple themes or perspectives to explore complexity or nuance; OR - Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR - Explaining both cause and effect, both similarity and difference, or both continuity and change; OR - Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt. May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways that might include: - Explaining how multiple pieces of specific and relevant evidence [at least four] support a nuanced or complex argument that responds to the prompt; OR - Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt. Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: - A response may argue that the social changes caused by industrialization and the growing political power of industrialists helped to motivate reform movements from 1820 to 1900. The response then argues that religious ideas associated with the Second Great Awakening, such as perfectibility and individualism, had a greater influence on reform movements during the time period. [Uses evidence to demonstrate a sophisticated understanding of different perspectives] - A response may argue that industrialization inspired reformers to seek to address social ills through voluntary activism. It then argues that industrialization also inspired broader political action by government to regulate the economy during the Progressive Era that more

		reform activism that were inspired by religious ideals]	thoroughly addressed the concerns of reformers. [Explains relevant and insightful connections across periods]
	Additional Notes: • To earn the first point for analysis and reasoning, the response must use historical reasoning to structure a response to the prompt, although the reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking in specificity. • This complex understanding must be part of the argument and may be demonstrated in any part of the response. • While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.		

Question 4: Long Essay Question, US Foreign Policy and Changes in the World**6 points****General Scoring Notes**

- Except where otherwise noted, each point of these rubrics is earned independently; for example, a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

Evaluate how United States foreign policy responded to changes in the world from 1890 to 1930.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim (0–1 points)	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
Decision Rules and Scoring Notes		
	Responses that do not earn this point: - Are not historically defensible. - Only restate or rephrase the prompt. - Do not respond to the prompt. - Do not establish a line of reasoning. - Are overgeneralized.	Responses that earn this point: Provide a historically defensible thesis or claim about how United States foreign policy responded to changes in the world from 1890 to 1930. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.
	Examples that do not earn this point: Provide a restatement of the prompt <i>“United States foreign policy responded to changes in the world from 1890 to 1930.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“The United States fought the Spanish-American War.”</i> Do not respond to the prompt <i>“The United States economy grew tremendously during this period.”</i>	Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“Over the forty-year period between 1890 and 1930, global conflicts pushed the United States to alternate between foreign policies of isolationism and interventionism.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“Between 1890 and 1930, the United States sought to establish itself as a world power by protecting the Western Hemisphere from European influences, expanding American business influences in foreign territories, and fighting against global threats to democracy.”</i> Establish a line of reasoning <i>“The United States adopted a more active foreign policy because it wanted to gain global influence.”</i> [Minimally acceptable thesis/claim]
Additional Notes: - The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). - The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.		

Reporting Category	Scoring Criteria	
Row B Contextualization (0–1 points)	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
Decision Rules and Scoring Notes		
Responses that do not earn this point: - Provide an overgeneralized statement about the time period referenced in the prompt. - Provide context that is not relevant to the prompt. - Provide a passing phrase or reference.		
Responses that earn this point: Accurately describe a context relevant to United States foreign policy from 1890 to 1930.		
Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>“Between 1848 and 1890 the influence of the women’s movement grew.”</i> Provide a passing reference <i>“After 1900, foreign policy changed further.”</i>		
Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - George Washington’s Farewell Address - Westward expansion - Civil War - Reconstruction - The Industrial Revolution - Immigration from Asia, southern and eastern Europe - New Deal - Second World War - Cold War Example of acceptable contextualization: <i>“George Washington’s Farewell Address encouraged Americans to stay out of foreign alliances.”</i> <i>“During the nineteenth century the United States expanded west across North America.”</i> [Minimally acceptable contextualization]		
Additional Notes: - The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt. - To earn this point, the context provided must be more than a phrase or reference.		

Reporting Category	Scoring Criteria		
Row C Evidence (0–2 points)	0 points Does not meet the criteria for one point.	1 point Provides specific examples of at least two pieces of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using at least two pieces of specific and relevant evidence.
Decision Rules and Scoring Notes			
	Responses that do not earn points: - Identify a single piece of evidence. - Provide evidence that is not relevant to the topic of the prompt. - Provide evidence that is outside the time period or region specified in the prompt. - Repeat information that is specified in the prompt. Examples that do not earn points: Provide evidence that is outside the time period or region specified in the prompt <i>“The Monroe Doctrine was established to keep European influence out of the Western Hemisphere.”</i>	Responses that earn 1 point: - Identify at least two specific historical examples relevant to United States foreign policy from 1890 to 1930. Examples of evidence that are specific and relevant include the following (two examples required): - Imperialism / Anti-imperialism “Closing of the Frontier” - Spanish-American War - Philippine-American War - Puerto Rico - Annexation of Hawaii - Theodore Roosevelt - Roosevelt Corollary - Gentlemen’s Agreement - Dollar Diplomacy - Woodrow Wilson - First World War - League of Nations - Treaty of Versailles - First Red Scare - National Origins Act - Isolationism Example of a statement that earns one point for evidence: <i>“After the Spanish-American War, imperialists promoted the annexation of overseas territories such as the Philippines.”</i>	Responses that earn 2 points: - Use at least two specific historical examples to support an argument regarding how United States foreign policy responded to changes in the world from 1890 to 1930. Examples that successfully support an argument with evidence: <i>“The acquisition and annexation of island territories abroad following the Spanish-American War expanded and created a United States presence abroad, making the United States government more involved in global affairs.”</i> [Uses evidence to support an argument about how the annexation of island territories increased United States involvement in the world] <i>“United States politicians like President Theodore Roosevelt sought to increase United States influences over Latin American countries with such foreign policy platforms as the Roosevelt Corollary to the Monroe Doctrine in 1905.”</i> [Uses evidence to support an argument about how United States presidents sought to increase influence in Latin America] <i>“The First World War thrust the United States out of its desired isolationist tendencies, allowing politicians like President Woodrow Wilson to take a leadership role in international affairs.”</i> [Uses evidence to support an argument about how the United States turned away from isolationism during the First World War]
Additional Notes: - Typically, statements credited as evidence will be more specific than statements credited as contextualization. - If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two.			

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning Complex Understanding	0 points Does not meet the criteria for one point.	1 point Uses historical reasoning [e.g. comparison, causation, continuity and change] to frame or structure an argument that addresses the prompt.	2 points Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
(0–2 points)	Decision Rules and Scoring Notes		
	Responses that do not earn points: - May include evidence but offer no reasoning to connect the evidence to an argument. - May assert the use of historical reasoning but does not use it to frame or structure an argument. Examples that do not earn points: May include evidence but offer no reasoning to connect the evidence to an argument <i>“The First Red Scare occurred in the early twentieth century.”</i>	Responses that earn 1 point: - Must demonstrate the use of historical reasoning to frame or structure an argument about how United States foreign policy responded to changes in the world from 1890 to 1930. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity. Using a historical reasoning process to frame or structure an argument could include: - Explaining how disillusionment with the outcome of the First World War contributed to isolationist sentiment. - Discussing how advocacy for imperialism caused debates over the role of the United States in world affairs. Example of acceptable use of historical reasoning: <i>“Foreign policy approaches such as Dollar Diplomacy contributed to increased United States international influence, as it projected economic</i>	Responses that earn 2 points: May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as: - Explaining multiple themes or perspectives to explore complexity or nuance; OR - Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR - Explaining both cause and effect, both similarity and difference, or both continuity and change; OR - Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt. May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways that might include: - Explaining how multiple pieces of specific and relevant evidence [at least four] support a nuanced or complex argument that responds to the prompt; OR - Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt. Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: - A response may argue that the growth of United States involvement overseas was a response to growing competition with imperialist European powers for economic influence. It then argues that United States growth as a world power was primarily motivated by desire to spread American national ideals and protect democratic values overseas, as during the First World War and Woodrow Wilson’s involvement in negotiating the Treaty of Paris. [Explains multiple themes] - A response may argue that the motivations for changes in United States foreign policy between 1890 and 1930 were similar. It compares United States Open Door policy in China, growing business influence in Latin America, and imperialism in the Pacific, arguing that

	<i>power over other countries.</i> ” [Indicates a cause of increased United States global influence]	all of these actions furthered the economic growth of the United States. [Explains connections across geographical areas]
Additional Notes: • To earn the first point for analysis and reasoning, the response must use historical reasoning to structure a response to the prompt, although the reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking in specificity. • This complex understanding must be part of the argument and may be demonstrated in any part of the response. • While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.		

Question 3: Short Answer No Stimulus**3 points****General Scoring Notes**

- Each point is earned independently.
- **Accuracy:** These scoring guidelines require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam responses should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.
- **Describe:** Provide the relevant characteristics of a specified topic. Description requires more than simply mentioning an isolated term.
- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

[a] Briefly describe one United States government policy from 1783 to 1840. **1 point**

Examples that earn this point include the following:

- The United States remained neutral during the war between Great Britain and France.
- The United States avoided permanent foreign alliances.
- The United States created a system for admitting new states through the Northwest Ordinance.
- The United States expanded west by purchasing Louisiana.
- The Missouri Compromise drew a line determining whether new states were free or slave states.
- The United States formed treaties with Native Americans in an attempt to gain control of more land.
- The federal government fought wars with Native American nations to gain control of more land.
- The federal government created the First National Bank.
- The federal government assumed the Revolutionary War debts of the states.
- Jefferson and Hamilton made a deal to place the national capital in Washington, D.C.

[b] Briefly explain one similarity OR difference in how two groups responded to political change in the United States from 1783 to 1840. **1 point**

Examples that earn this point include the following:

- Democratic-Republicans and Democrats both resisted the centralization of the federal government.
- Black and White abolitionists opposed the expansion of slavery.
- The Federalist Party encouraged a stronger central government, while the Democratic-Republican Party supported a weaker central government.

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- While some groups argued that slavery was protected by the Constitution, others sought to limit its growth or end it altogether.
 - Advocates for western expansion championed efforts to use federal power to forcibly remove Native Americans, while Native Americans and others resisted their efforts through warfare and the court system.
 - The Democratic Party formed to oppose federal involvement in the economy, while the Whig Party formed to encourage government promotion of economic development.
 - As immigration to the United States grew, recent immigrants from Ireland and Germany attempted to preserve elements of their language and culture, while nativists tried to limit immigrants' political power.
-

[c] Briefly explain how one historical development from 1840 to 1860 contributed to regional divisions. **1 point**

Examples that earn this point include the following:

- The growing power of the abolition movement in the North contributed to political conflict with the South.
- The Compromise of 1850 increased sectional tensions over government protections for slavery.
- The Kansas-Nebraska Act increased sectional tension and led to Bleeding Kansas.
- The passage of the Fugitive Slave Act intensified Northern abolitionists' opposition to Southern measures to protect and expand slavery.
- The Mexican-American war intensified regional divisions on whether slavery should be allowed to expand into western territories.
- Southern states seceded from the United States following the election of Abraham Lincoln.

Total for question 3 3 points