

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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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.
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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.	Responses that earn 1 point: Identify at least two specific historical examples relevant to United States foreign policy from 1890 to 1930.	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 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>	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>	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 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 economic development from 1865 to 1900.

1 point**Examples that earn this point include the following:**

- The number of immigrant workers in the United States increased.
- Corporate trusts emerged as a new business structure.
- New technologies increased the efficiency of industrial production.
- New technologies contributed to new processes for the production of goods such as steel.
- Federal policies encouraged the growth of railroads.
- Some policy makers looked beyond United States borders for new markets.
- Labor unions emerged for improving working conditions.

[b] Briefly explain one similarity OR difference in how two groups responded to economic change from 1865 to 1900.

1 point**Examples that earn this point include the following:**

- Populists and some Progressives called for increased federal regulation of the economy.
- Some groups supported a laissez-faire approach to government involvement with the economy, while other groups called for increased economic regulation.
- Industrial capitalists argued that their accumulation of wealth was the result of natural forces [Social Darwinism], while laborers advocated for workers' rights through unions.
- Socialists and some Progressive journalists called for ending economic inequality.

-
- [c]** Briefly explain how one historical development from 1900 to 1940 contributed to government involvement in the economy. **1 point**

Examples that earn this point include the following:

- The Great Depression contributed to the passage of the New Deal.
- The expanded extraction of natural resources led preservationists and conservationists to push for the establishment of national parks.
- The United States entry into the First World War led the federal government to ration food and other supplies to support the war effort.
- The rapid expansion of corporate control over the economy contributed to efforts at trust-busting by leaders such as President Theodore Roosevelt.
- The growth of corporate monopolies led Progressive political leaders to seek expanded government regulation of businesses.

Total for question 3 3 points

Question 1: Document-Based Question, 20th Century Belief About Threats to Society

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 beliefs about threats to the United States shaped society from 1917 to 1945.

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 beliefs about threats to the United States shaped society from 1917 to 1945. 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 beliefs about perceived threats to United States society changed from 1917 to 1945."</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>"There were a lot more security threats to the United States after 1917."</i> Do not respond to the prompt <i>"The Civil Rights movement changed US society a lot between 1917 and 1945."</i>	Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>"Threats to the United States greatly influenced many Americans to support isolationism so as to minimize the risk of becoming involved in wars in Europe and to limit the influence of perceived foreign radicals."</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>"Concerns about threats to the United States in regard to immigration, treaties and wars, led to a more isolationist society in the 1920s and later a more interventionist one in the 1940s."</i> Establish a line of reasoning <i>"Fears about increased immigration shaped United States society between 1917 and 1945."</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 beliefs about threats to the United States from 1917 to 1945.
	Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>"During the Progressive Era the government introduced many reforms like food safety."</i> Provide an overgeneralized statement about the time period referenced in the prompt <i>"There were a lot of wars between 1917 and 1945."</i>	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Washington's Farewell Address/neutrality "Closing of the Frontier"/Turner Thesis - Social Darwinism - Spanish-American War - Chinese Exclusion Act - Sinking of the Lusitania - Cold War - Second Red Scare - Civil Rights movement Examples of acceptable contextualization: <i>"In 1796, George Washington warned that United States involvement in foreign affairs could negatively impact the United States. This belief proved influential for the United States public and policymakers into the early twentieth century."</i> <i>"The United States tried to limit immigration from China with the Chinese Exclusion Act."</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	Evidence from the Documents		
[0-3 points]	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.
	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 beliefs about threats to the United States from 1917 to 1945. 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]: “Henry Cabot Lodge says the Congress should have the last say in going to war.” [Document 6]: “Kajiwarra shows that Japanese Americans celebrated the Fourth of July even when they were interred.”	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 supporting an argument using the content of a document: [Document 1]: “Lodge opposed the Treaty of Versailles because he feared that foreign interference from the League of Nations would hurt democracy by letting foreign countries tell Americans when they had to fight and die in a war, which reflected a rise in isolationist sentiment.” [Uses evidence from the document to support an argument about the growth of isolationist sentiment in the United States after the First World War] [Document 6]: “Despite the fact the military leaders worried that Japanese Americans could be unpatriotic, they were just as proud to be American as anyone else, even when the government forced them to be imprisoned during the Fourth of July.” [Uses evidence from the document to support an argument about how fears about foreign threats caused many people to be unfairly discriminated against throughout the period between 1917 and 1945]
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 [Continued]	Evidence beyond the Documents:	
	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 beliefs about threats to the United States shaped society from 1917 to 1945. Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided: - First World War - Woodrow Wilson - Franklin Roosevelt - Attack on Pearl Harbor - Second World War - National Origins Act [1924] - Eugene Debs - Emma Goldman - Industrial Workers of the World [IWW] <i>Schenk v. United States</i> - Occupation of Haiti [1915-1934] - Great Depression - Neutrality Acts - Fascism - The Black Cabinet “Double V” Campaign - Zimmermann Telegram - Fourteen Points/League of Nations - Palmer Raids - Nativism - Sacco and Vanzetti - Korematsu case - Executive Order 9066 Examples of evidence beyond the documents relevant to an argument about the prompt: <i>“Despite earlier efforts to avoid becoming involved in international conflicts, the attack on Pearl Harbor brought the United States into the Second World War.”</i> [Provides a piece of evidence not in

		the documents relevant to an argument about how involvement in the Second World War led most Americans to abandon isolationism] • <i>"In part due to concerns that immigrants would not be able to assimilate and were racially different from White Americans, Congress passed the National Origins Act to restrict immigration from certain countries."</i> [Provides a piece of evidence not in the documents relevant to an argument about how fears of racial difference influenced United States society]
	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 [0-2 points]	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.
	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 <i>"Palmer's purpose [Document 2] was to announce that he was coming for the dangerous Reds and nobody should panic."</i> Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience <i>"The historical situation in Document 4 is that Butler says that war is only good for the rich and therefore the United States shouldn't get involved in the conflicts overseas."</i>	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 1]: <i>"As an isolationist senator, Lodge believed that foreign involvement threatened the society of the United States because he thought other countries could decide when the U.S. went to war."</i> [Connects the point of view of the document to a relevant argument that after the First World War, many Americans thought overseas involvement endangered national security] Example of acceptable explanation of the relevance of the author's purpose: [Document 4]: <i>"The purpose of Document 4 was to convince Americans to stay out of any new wars in Europe. When Butler was speaking, fascist countries in Europe were rebuilding their militaries and threatening their neighbors. Americans like Butler were disillusioned by the experience of World War I and didn't want to fight in any more wars."</i> [Connects the purpose of the document relevant to an argument that isolationist sentiment was strong between 1918 and 1941 due to experience of the First World War] Example of acceptable explanation of the relevance of the historical situation of a source: [Document 6]: <i>"During the Second World War, military and political leaders feared that Japanese Americans could pose a national security threat, and they organized the relocation of large numbers of Japanese Americans to internment camps under the justification of a wartime emergency, which explains why Japanese American like Kajiura had to celebrate the Fourth of July in an internment camp."</i> [Connects the historical situation of the document relevant to an argument that during wartime Americans feared that people of certain racial or ethnic backgrounds could be a security threat] Example of acceptable explanation of the relevance of the audience: [Document 2]: <i>"The audience for Palmer's article included Americans who were concerned that communist activists, especially in the labor movement, were a threat to American society. Palmer sought to rally Americans to support his aggressive actions to arrest and deport suspected radicals, fearing a revolutionary threat to the United States government."</i> [Provides sourcing regarding the audience of the document relevant to an argument that communism was perceived as a security threat constantly between 1917 and 1945]

Row D [continued]	Complexity	
	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: - A response may argue that between 1917 and 1945 fears about the perceived threat of communism to United States society consistently influenced United States society. It then extends that argument to examine the period's links with the Second Red Scare and Cold War anticommunist policies after 1945. [Explains relevant connections across periods] - A response may argue that beliefs about threats that influenced United States society were rarely focused on a single concern but rather combined several of them. It discusses how fears over immigration and religion were central to nativist movements during the 1920s. It also examines how concerns about national security and national identity led Japanese American internment during the Second World War. [Explains multiple themes] - A response may argue that United States society was more influenced by debates about national identity, race, and class than debates about foreign threats themselves between 1917 and 1945. It shows that in Document 2, Palmer's perspective as a government official encouraged labeling Americans on the political left as foreign and un-American. For Document 3, it shows that Grant's purpose in promoting immigration restriction was influenced by ideas about racial difference. For Document 4, it shows that Butler's audience included ordinary Americans who felt taken advantage of by wealthier Americans. And for Document 7, it shows that efforts to end racial discrimination in the United States were as important a purpose for Bethune as winning the Second World War. [Explains how the point of view, purpose, historical situation, and/or audience of at least four documents supports an argument]

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. Henry Cabot Lodge, speech, 1919	- Expresses opposition against the Treaty of Versailles - Argues that the Treaty of Versailles would harm American politics by becoming involved regularly in foreign conflicts	- As a United States senator, Lodge expressed opposition to the League of Nations because he believed that having to regularly be involved in settling foreign conflicts would weaken the United States government. [point of view] - The purpose of the speech was to persuade fellow senators to reject the Treaty of Versailles, returning to an isolationist policy that sought to keep the United States out of foreign alliances and safe from the threat of foreign conflicts. [purpose]
2. A. Mitchell Palmer, "The Case Against the Reds," 1920	- Argues that revolutionaries are threatening United States society - Declares that the Justice Department will act against radicals, especially foreign nationals	- The purpose of the article was to present a rationale for ordering the raids on "aliens" and other actions meant to stop the perceived threat of communist sympathizers. [purpose] - As a government official, Palmer expressed many leaders' belief that it was in the best interest of the country to seek out and suppress radical sentiments and supporters as foreign threats. [point of view]
3. Madison Grant, article in the <i>Forum</i> magazine, 1924	- Argues that immigration to the United States has increased for economic reasons - Argues that immigrants will lower the standard of living in the United States - Argues in favor of immigration restriction	- The purpose of the excerpt was to advocate for numerically restricted immigration to prevent the threat of economic stress that Grant feared would come from a large immigrant population from poorer regions of Europe. [purpose] - Grant's audience was the broader public, whom he was seeking to convince to support immigration restriction and put pressure on political leaders to enact it. [audience]
4. Smedley D. Butler, "War is a Racket," speech, 1935	- Argues that wars are only fought for the benefit of a wealthy few - Argues that the United States should remain uninvolved in conflicts that are growing overseas	- During the 1930s, many isolationists argued that the First World War had been fought to produce profits for munitions companies and promoted this fact so as to discourage future threat to the United States through involvement in overseas conflicts. [situation] - The purpose of Butler's speech was to discourage the United States from becoming involved in the conflicts developing overseas with the growing militarism of Germany, Italy, and Japan. [purpose]
5. "Neutrality" political cartoon, 1939	- Depicts United States senators hiding behind a wall and feeling safe - On the other side of the wall smoke and explosions can be seen over Europe	- The purpose of the cartoon was to satirize the aloofness of United States leaders who believed that the United States would be safe from foreign threats as long as it maintained isolationist policies. [purpose] - The cartoon was meant to appeal in part to people who were unsure whether the United States should become more involved in supporting the countries fighting off Axis aggression in Europe during the Second World War. [audience]

6. Sachi Kajiware, recollection, 1940s	• Depicts Japanese American prisoners in an internment camp making preparations to celebrate the Fourth of July	• As a Japanese American woman interred because of fears of that Japanese-descended people threatened the United States during wartime, Kajiware in fact internalized American values of liberty and expressed American patriotism. [point of view] • During the Second World War, military and political leaders feared that Japanese Americans could pose a national security threat, and they organized the relocation of large numbers of Japanese Americans to internment camps under the justification of a wartime emergency. [situation]
7. Mary McLeod Bethune, educator and civil rights activist, speech, circa 1942	• Describes loss of rights of families in Europe • Argues that full democracy has not been achieved in the United States • Argues for dual fight against totalitarianism abroad and for democracy at home • Argues that African Americans are already struggling for democracy	• As a Black civil rights activist, Bethune wanted to channel American enthusiasm for fighting to protect against overseas threats to democracy into the fight for civil rights at home. [point of view] • The speech was given after the United States had entered the Second World War and was sending troops to fight against German injustices. By 1942, Americans were beginning to learn about the scope of those injustices as details of the Holocaust were emerging. [situation]

Question 2: Long Essay Question, Eighteenth-Century Settler Expansion**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 the extent to which settler expansion influenced North America from 1754 to 1800.

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 settler expansion influenced North America from 1754 to 1800. 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 “Settler expansion influenced North America from 1754 to 1800.” Provide a historically defensible claim, but do not establish a line of reasoning “Westward expansion strongly impacted Native Americans.” Provide a claim that is not historically defensible “Settler expansion to the West inspired the idea of Manifest Destiny.”		Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt “Settler expansion from 1754 to 1800 led to disputes with the British government, which most significantly contributed to the independence of the United States.” Establish a line of reasoning that evaluates the topic of the prompt with analytic categories “Settler expansion led to military conflict with Native Americans and disagreement over the status of slavery after 1783.” Establish a line of reasoning “Expansion led to conflict with Native Americans.” [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 settler expansion in North America from 1754 to 1800.
	Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>“Republican motherhood showed the importance of women educating their children.”</i> Provide an overgeneralized statement about the time period referenced in the prompt <i>“European settlers came into conflict with Native Americans.”</i>	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Native American lifeways before European contact - Columbian Exchange - Encomienda system and treatment of Native Americans by the Spanish - Early European settlements in North America [i.e. Jamestown, Plymouth] - Growth of trade relationships between Europeans and Native Americans - Louisiana Purchase - Forced removal of Native Americans to reservations - Manifest Destiny - Annexation of Texas - Mexican-American War - Domestic slave trade - Transcontinental Railroad Example of acceptable contextualization: <i>“When Europeans first came to the Americas during the fifteenth and sixteenth centuries, they brought with them diseases like smallpox, which killed many Native Americans.”</i> <i>“English colonists came to eastern North America in the 1600s and developed plantations to make money.”</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.	Responses that earn 1 point: Identify at least two specific historical examples relevant to settler expansion in North America from 1754 to 1800.	Responses that earn 2 points: Use at least two specific historical examples to support an argument regarding the extent to which settler expansion influenced North America from 1754 to 1800.
	Examples that do not earn points: Provide evidence that is outside the time period <i>"Many American pioneers traveled along the Oregon Trail to western settlements."</i>	Examples of evidence that are specific and relevant include the following (two examples required): - The Seven Years' War - American Revolution - Spanish missions in California - Royal Proclamation of 1763 - Pontiac's War [1763] - Neolin - Fur trade networks - Transatlantic slave trade - Quebec Act - Land speculation - Weyapiersenwah [Blue Jacket] - Northwest Ordinance [1787] - Southwest Ordinance [1790] - Anthony Wayne - Battle of Fallen Timbers - Treaty of Greenville [1795] - Alexander McGillivray [Hoboi-Hili-Miko] - Pickney's Treaty [1795] / Mississippi right of deposit - Whiskey Rebellion Example of a statement that earns one point for evidence: <i>"The United States negotiated Jay's Treaty to gain better access to the old Northwest and Pickney's Treaty so settlers could have the right of deposit when shipping goods on the Mississippi River."</i>	Examples that successfully support an argument with evidence: <i>"As British settlers were seeking to gain more western land after the Seven Years' War, the king issued the Royal Proclamation of 1763 to stop conflicts with Native Americans."</i> [Uses evidence to support an argument about how settlers' expansion contributed to the end of salutary neglect in the British North American colonies] <i>"As more British colonists moved west of the Appalachian Mountains, it increased tensions with Native Americans, causing conflicts such as Pontiac's War, which united several Native American nations against the British."</i> [Uses evidence to support an argument about how increasing colonization led to warfare between Europeans and Native Americans] <i>"The expansion of British territory after the Seven Years' War led to problems as the French colonists living in that territory were not happy with British rule. The Quebec Act was passed to try and ease these tensions, but it caused problems with American colonists who objected to Quebec's special treatment."</i> [Uses evidence to support an argument about how settler expansion led to increased conflicts between Great Britain and its North American colonies]

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 [0-2 points]	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.
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.	Responses that earn 1 point: Must demonstrate the use of historical reasoning to frame or structure an argument about the extent to which settler expansion influenced North America from 1754 to 1800. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity.	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.
	Examples that do not earn points: Provide evidence but offer no reasoning to connect the evidence to an argument <i>“The Northwest Ordinance created a process for admitting new states.”</i>	Using a historical reasoning process to frame or structure an argument could include: - Comparing the settlement patterns and practices of French, Spanish, and/or British settlers during the time period. - Discussing the effects of the changes in European imperial land claims over the course of the period on Native American and colonists interactions. Example of acceptable use of historical reasoning: <i>“As more American settlers moved into the Northwest territory, conflict with Native Americans in the region increased, resulting in warfare between the United States and a confederacy of</i>	Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: - A response may argue that the effects of settler expansion on North America varied by region. It discusses the similarities and differences between the growth of the Spanish mission system in the Southwest, United States relations with the Muscogee [Creek] Nation in the Southeast, and conflict with the Northwest Confederacy of Native Americans in the Great Lakes region. [Explains insightful connections across geographical areas] - A response may argue that settler expansion often brought White colonists and Native Americans into increased conflict with one another. It then qualifies the argument with evidence of specific Native American nations entering into alliances with Euro-American settlers to fight other groups, such as the alliance between the British

		<i>Native American nations.</i> " [Indicates an effect of settler expansion.]	and some Haudenosaunee [Iroquois] nations during the American Revolution. [Explains multiple effects] • A response may argue that settler expansion led to increased economic prosperity for White Americans. It then modifies that argument with evidence of class conflict between settlers and state governments and the federal government over the fairness of taxation and economic regulation for less wealthy Americans. [Uses evidence to demonstrate a sophisticated understanding of different perspectives]
	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, Internal Migration and the Economy 1820 to 1898**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 the extent to which migration influenced the western United States from 1820 to 1898.

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 migration influenced the western United States from 1820 to 1898. 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 "Migration influenced the western United States from 1820 to 1898." Provide a historically defensible claim, but do not establish a line of reasoning "Large numbers of Americans moved westward between 1820 and 1898." Are overgeneralized "The migration of Americans to the West from 1820 to 1898 led to the region's population growing."		Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt "While migration to the West led to the expansion of agriculture in the region, what was more influential was the vast expansion of mining and resource extraction that helped supply the expansion of industry during the Gilded Age." Establish a line of reasoning that evaluates the topic of the prompt with analytic categories "The forced relocation of Native Americans and debates over slavery influenced society in the West by leading the growth of White settlement and the rise of wage labor throughout the region after 1865." Establish a line of reasoning "Western migration led to more states being added to the United States." [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 migration to the western United States from 1820 to 1898.
	Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>"The First Great Awakening was a major religious revival during the 1700s."</i> Provide an overgeneralized statement about the time period referenced in the prompt <i>"Westward expansion of the United States occurred during a period of great change."</i>	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Westward settlement during the colonial era - Warfare with Native Americans during the colonial era - Royal Proclamation of 1763 - Northwest Ordinance of 1787 - Southwest Ordinance of 1790 - Louisiana Purchase - Lewis and Clark expedition - Expansion of the mission system in the American Southwest - Era of Good Feelings "Closing of the frontier" - United States imperialism overseas - Manifest Destiny Example of acceptable contextualization: <i>"During the colonial period the British government tried to restrict westward migration of the colonists through the Proclamation Line."</i> <i>"The Northwest Ordinance established the process for making territories new states."</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 <i>"The United States bought the Louisiana Purchase from France for \$15 million."</i>	Responses that earn 1 point: - Identify at least two specific historical examples relevant to how migration influenced the western United States from 1820 to 1898. Examples of evidence that are specific and relevant include the following (two examples required): - United States wars with Native American nations - Chinese railroad workers - Missouri Compromise - Transcontinental railroads - Trail of Tears - Compromise of 1850 - Dawes-Severalty Act [1887] - Domestic slave trade [Second Middle Passage] - Mexican-American War - Mormon migration - Oregon Trail - California Gold rush - Homestead Act - Populism - Exodusters - Conservation / federal park system - Spanish-American War Example of a statement that earns one point for evidence: <i>"The completion of the Erie Canal and the construction of railroads connected the Northeast and Midwest."</i>	Responses that earn 2 points: - Use at least two specific historical examples to support an argument regarding migration to the western United States from 1820 to 1898. Examples that successfully support an argument with evidence: <i>"Henry Clay's American System proposed using federal funds to encourage building internal improvements to improve trade with the interior."</i> [Uses evidence to support an argument about the relationship between federal support for economic development and westward migration] <i>"The Missouri Compromise established limits to where slavery would be allowed to expand in the West, and then as the cotton economy expanded, Southerners sought to undo these limits through laws such as the Kansas-Nebraska Act to allow for the westward expansions of slavery."</i> [Uses evidence to support an argument about the effect of migration on the issue of slavery in the West] <i>"Migration to the West occurred at such a pace that national parks like Yellowstone and Yosemite were founded to preserve some areas from United States settlement."</i> [Uses evidence to support an argument about the rise of conservationism and preservationism in reaction to migration to the West]
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	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>“Many Americans moved to the West using the Oregon Trail.”</i>	Responses that earn 1 point: - Must demonstrate the use of historical reasoning to frame or structure an argument about how migration influenced the western United States from 1820 to 1898. 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 changing economic conditions in the United States such as industrialization shaped the economic activity of people who migrated to the West. - Comparing how different groups like plantation owners, merchants, and/or industrialists, and/or abolitionists sought to take advantage of westward migration. Example of acceptable use of historical reasoning: <i>“The Kansas-Nebraska Act caused proslavery and antislavery settlers to clash in Kansas over the issue</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 migration to the West contributed to significant conflict during the nineteenth century. It supports that argument with evidence of how migration contributed to the ongoing conflict with Native Americans during the Jacksonian Era, how it contributed to the Mexican-American War in the 1840s, and how it contributed to the Civil War in the 1860s. [Explains relevant and insightful connections across periods] - A response may argue that migration to the West resulted in the federal government initially establishing clear laws limiting where slavery could and could not expand. It extends that argument by examining how those laws changed in different places, and how conflicts over slavery in the West exacerbated conflicts between the

		<i>of popular sovereignty.</i>" [Indicates an effect of attempts by the federal government to resolve the issue of slavery in the West]	North and the South. [Explains relevant and insightful connections across geographical areas] A response may argue that migrants to the West mainly sought to claim agricultural land for their own economic gain. It then modifies the argument with evidence of how, besides agriculture, the gold rush, resource extraction, and railroad construction were also significant economic drivers in the West. [Explains multiple causes]
	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, Migration and Society, 1932 to 2000**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 the extent to which migration influenced United States society from 1932 to 2000.

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 migration influenced United States society from 1932 to 2000. 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 "Migration influenced United States society in the twentieth century." Provide a historically defensible claim, but do not establish a line of reasoning "Migration influenced many changes in the United States." Are overgeneralized "The United States became more diverse."		Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt "Immigration in the early twentieth century sparked a nativist response, however, by the end of the century the United States was legally and socially more accepting of immigrants from different cultures." Establish a line of reasoning that evaluates the topic of the prompt with analytic categories "Migration in the United States between 1932 and 2000 reshaped the country demographically through the Great Migration and politically through migration to the Sun Belt." Establish a line of reasoning "Increased immigration Latin America and Asia led to greater acceptance of ethnic diversity in United States society." [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 migration and United States society from 1932 to 2000.
	Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>"Herbert Hoover was elected president in 1928."</i> Provide an overgeneralized statement about the time period referenced in the prompt <i>"There was a lot of political and social change occurring in the United States in the twentieth century."</i>	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Manifest Destiny - Chinese Exclusion Act - Industrial revolution - Settlement house movement - The Great Migration [first wave] 1920s urbanization - Progressive Era - First World War - Indian Citizenship Act of 1924 - National Origins Act Example of acceptable contextualization: <i>"Reformers in the Progressive Era were divided over the issue of immigration, namely whether to encourage Americanization or whether to support nativist restrictions."</i> <i>"The industrial revolution accelerated migration to cities because of the need for so many workers."</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.	Responses that earn 1 point: Identify at least two specific historical examples relevant to migration and United States society from 1932 to 2000.	Responses that earn 2 points: Use at least two specific historical examples to support an argument regarding the extent to which migration influenced United States society from 1932 to 2000.
	Examples that do not earn points: Provide evidence that is outside the time period <i>“Jane Addams created programs to help immigrants adapt to United States culture.”</i>	Examples of evidence that are specific and relevant include the following [two examples required]: - Immigration national origins quotas - Dust Bowl - Suburbanization - Interstate highway system - Sun Belt - Rust Belt - Rise of conservatism - Immigration and Nationality Act [Hart-Cellar Act] of 1965 - Second Great Migration - Bracero program - Migrant labor - Refugees: Holocaust survivors, Cubans, Haitians, etc. - Immigration Reform and Control Act [1986] - Reverse Great Migration - Cultural influences: food, music, media, neighborhoods - Globalization Example of a statement that earns one point for evidence: <i>“The United States dropped immigration quotas in 1965, which contributed to the growth of globalization by the year 2000, as immigrants to the United States became more diverse parts of the world.”</i>	Examples that successfully support an argument with evidence: <i>“The environmental damage caused by the Dust Bowl, combined with the Great Depression, led many farmers to migrate to cities in the West.”</i> [Uses evidence to support an argument about a cause of internal migration] <i>“The end of the Vietnam War resulted in an influx of Vietnamese and Hmong refugees.”</i> [Uses evidence to support an argument about changing immigration patterns due to involvement in the Cold War] <i>“The United States instituted the Bracero Program during the Second World War to help fill needed agricultural jobs with workers mostly from Mexico.”</i> [Uses evidence to support an argument about how the growing role of the United States in the world encouraged increased migration]
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 [0-2 points]	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.
	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.	Responses that earn 1 point: Must demonstrate the use of historical reasoning to frame or structure an argument about the extent to which migration influenced United States society from 1932 to 2000. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity.	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.
	Examples that do not earn points: May include evidence but offer no reasoning to connect the evidence to an argument <i>"Immigration from Asia increased during the second half of the 1900s."</i>	Using a historical reasoning process to frame or structure an argument could include: - Explaining how United States society adopted cultural practices [music, food, etc.] from immigrant groups over time. - Comparing how different political parties and organizations responded to changing immigration pattern - Explaining the Great Migration as a factor in the decline of sharecropping in the South. Example of acceptable use of historical reasoning:	Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: - A response may argue that the effect of migration on a specific region of the United States changed over time. The response focuses on the effect of internal migration on the Great Lakes region, comparing the effect of the Great Migration on the growth of Detroit and Chicago during the early part of the period with the effect of suburbanization and Sun Belt migration on the rise of Southwest as a political force during the latter part of the period. [Explains relevant and insightful connections across geographical areas] - A response may argue that throughout the twentieth century, the United States gradually changed to become more accepting of

	<i>“Immigrants generally continued to settle in urban and suburban areas, changing the political demographics of the cities in which they lived, and eventually contributed to more diverse representation in local, state, and federal government.” [Indicates a change in politics and culture due to immigration patterns]</i>	immigrants from diverse national backgrounds. It qualifies that argument with evidence of legal restrictions on immigration throughout the period and growing debates about immigration during the Reagan and Clinton administrations. [Explains both continuity and change] A response may argue that immigration and the Great Migration were the main drivers of increased urbanization during the period. The response qualifies this argument by looking at countervailing trend of suburbanization and white flight from cities, which contributed to urban decline in the 1960s and 1970s. [Explains both cause and effect]
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: 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 way that agricultural interests influenced societal debates in the United States from 1865 to 1900. **1 point**

Examples that earn this point include the following:

- Western farmers demanded more government regulations of transportation.
- Westward expansion by farmers led to increased debates over access to Native American lands.
- Economic instability inspired agrarian activists to support the People's Party, which called for a stronger governmental role in regulating the American economic system.
- Acquisition of land from Mexico before the Civil War led to continued debates about American farmers' access to land owned by Mexican Americans.
- The need for labor on plantations led to debates about the treatment of formerly enslaved people after the Civil War.
- The high cost of shipping farm goods led to debates about government regulation of the railroads.
- After the end of the Civil War, there were debates about whether the government should provide land for African Americans or if White plantation owners should continue to own most land in the South.
- The South's heavy dependence on agriculture led to debates about whether the region should focus on industrialization.

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- (B)** Briefly explain one similarity in how agriculture influenced the development of two regions in the United States from 1865 to 1900. **1 point**

Examples that earn this point include the following:

- Farming was a major economic activity in the South and West, so there was not as much industrialization in these regions.
- The economic hardship faced by sharecroppers in the South and homesteaders in the West led to the rise of agrarian activists in both regions.

Examples that earn this point might include the following, if appropriate elaboration is provided:

- The impact of the dependence on agriculture on urbanization in both the South and West
- The role of agriculture in the displacement of Native American peoples in multiple areas of the West
- The changes brought to farming by technology in multiple regions of the West

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- (C)** Briefly explain one difference in how agriculture influenced the development of two regions in the United States from 1865 to 1900. **1 point**

Examples that earn this point include the following:

- Plantation farming in the South led to the rise of sharecropping, but this did not happen in the West, where there were more independent farmers.
- Agriculture in the West was more diverse, leading to an economy that depended heavily on farming and ranching. However, the South remained mostly dependent on growing cotton.
- The expansion of agriculture led to the acceleration of the government forcibly relocating Native Americans in the West to reservations from 1865 to 1900; however, in the Southeast, the government had already removed most Native Americans by this time.

Examples that earn this point might include the following, if appropriate elaboration is provided:

- Differences in support for the Populists in various regions
- Impact of the New South
- Ranching vs. farming in different areas of the West

Total for question 4 3 points

Question 1: Document-Based Question, Commercial Development**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 commercial development changed United States society from 1800 to 1855.

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 commercial development changed United States society from 1800 to 1855. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.
	Examples that do not earn this point: Do not focus on the topic of the prompt <i>“U.S. society was transformed after 1800 by the growth of political parties, evangelical Protestantism, and expanded suffrage.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“Commercial development affected many parts of United States society from 1800 to 1855.”</i> Provide a restatement of the prompt <i>“Commercial development changed the United States between 1800 and 1855.”</i>	Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“Commercial development greatly changed United States society by creating new national economic connections and facilitating stronger divisions over the institution of slavery.”</i> Establish a line of reasoning with analytic categories <i>“Commercial development changed United States society by encouraging wage labor, fostering religious reform movements, and allowing more women to work outside of the home.”</i> Establish a line of reasoning <i>“Commercial development changed society by inspiring reform movements.”</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	0 points	1 point
Contextualization	Does not meet the criteria for one 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 how commercial development changed United States society from 1800 to 1855.
	Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>"When Europeans colonized North America, at first all they wanted was commerce with Native Americans."</i> Provide an overgeneralized statement about the time period referenced in the prompt <i>"People felt very religious all the time in the early 1800s."</i>	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - British regulations (Navigation Acts) - Articles of Confederation - Constitution - First Great Awakening - War of 1812 - Manifest Destiny - The Civil War - The Second Industrial Revolution - The Gilded Age - Western expansion and debates over slavery Examples of acceptable contextualization: <i>"When the United States was a colony of Britain, the Navigation Acts made it so that the colonists couldn't manufacture things. In the early 1800s, many people wanted to encourage the development of manufacturing to fix this so that the country could be more economically independent."</i> <i>"During the War of 1812, Americans had trouble getting manufactured goods from Europe, so they were encouraged to begin manufacturing things themselves domestically."</i> <i>"As America expanded its territory, it was becoming more divided on how slavery should be handled." (Minimally acceptable context)</i>
	Additional Notes: - The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. - To earn this point, the context provided must be more than a phrase or reference.	

Reporting Category	Scoring Criteria		
Row C Evidence	Evidence from the Documents		
(0-3 points)	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 six documents.
	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, without an accompanying description, of the content of the documents - 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 how commercial development changed United States society from 1800 to 1855. 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 4): “Nason says he’d be ashamed if his sister worked as a mill girl.” (Document 5): “Wilson explains that upper-class African Americans live well.”	Responses that earn 2 points: Support an argument in response to the prompt by accurately using the content of at least six documents. Examples of supporting an argument using the content of a document: (Document 4): “The development of textile factories like those in Unionville broke with existing social expectations, especially for middle-class women, that women should not work outside of domestic settings.” (Uses evidence from Document 4 to support an argument about changing gender norms during the market revolution) (Document 5): “Commercial development in the early 1800s increased many Americans’ standard of living. The document written by Wilson provides evidence of this higher standard of living among African Americans living in Pennsylvania by noting that they owned fine furniture.” (Uses evidence from Document 5 to support an argument about how commercial changes influence African American communities)
Additional Notes: To earn two points, the six 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 (Continued)	Evidence beyond the Documents:	
	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 about 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 how commercial development changed United States society from 1800 to 1855. Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided: - Louisiana Purchase - Henry Clay - American System - Embargo Act (1807) - Era of Good Feelings - Boom-bust cycles - Panic of 1837 - Urbanization - Eli Whitney/use of cotton gin - Market revolution - Second Great Awakening - Domestic slave trade - Andrew Jackson - Bank of the United States - California Gold Rush - Woman suffrage movement - Seneca Falls Convention - Elizabeth Cady Stanton - Sectionalism - Nativism/Know-Nothing Party - King Cotton Examples of evidence beyond the documents relevant to an argument about the prompt: <i>“Henry Clay proposed the American System because many places needed better transportation to facilitate commerce. But federal funding for new roads and canals was controversial for political leaders who felt it was not the role of the federal government, and most internal improvements were taken by the states.”</i> (Uses a piece of evidence beyond the documents to make a connection about debates over internal improvements) <i>“The invention of the cotton gin significantly increased the production of cotton in the period.”</i> (Uses a piece of evidence beyond the documents to make a connection to the growth of cotton production)
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.		

Reporting Category	Scoring Criteria	
Row D	Sourcing	
Analysis and Reasoning	0 points Does not meet the criteria for one point.	1 point For at least three documents, explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
(0-2 points)	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Explain sourcing for less than three 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 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 "In Document 5 Wilson's point of view is an African American writer who wants people to stop looking down on successful African Americans." Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience "In Document 6, Baker says being a mill girl isn't so bad."	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 three documents sourced. Example of acceptable explanation of the relevance of the author's purpose: (Document 4): "Nason tells his parents why it is so bad to have children working in the factories. He describes how harmful it is to children so that his parents will tell others not to send kids to work in the mills. He shows the bad effects of industrialization." (Provides sourcing regarding the purpose of the document relevant to an argument that commercial development produced some negative social effects) Example of acceptable explanation of the relevance of the historical situation of a source: (Document 7): "During the 1840s, the westward expansion of slavery contributed to the development of free-soil arguments against slavery that emphasized the ill effects of the institution for free laborers in the North noted in North Star." (Provides sourcing regarding the historical situation of the document relevant to an argument about the role of commercial development in antislavery movements) Example of acceptable explanation of the relevance of the audience: (Document 2): "The audience for document 2 included people seeking to use steam power to speed up transportation on water through the use of steamboats, and over land using railroads, so as to expand the commercial development of the United States." (Provides sourcing regarding the audience of the document relevant to an argument that new technologies were used to facilitate the commercial development of the United States) Example of acceptable explanation of the relevance of the point of view: (Document 1): "The report from the churches in Connecticut was written from the perspective of a temperance reformer likely influenced by the spread of the second Great Awakening. The fact that they are making recommendations to businesspeople like manufacturers shows how culture and business were linked in this period." (Provides sourcing regarding the point of view of the document relevant to an argument that religion and business practices influenced each other in this period)

Row D (continued)	Complexity	
	0 points	1 point
	Does not meet the criteria for one point.	Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.
	Decision Rules and Scoring Notes	
		Responses that earn this point: May demonstrate a complex understanding in a variety of ways, such as: - Explaining nuance of an issue by analyzing multiple variables. - Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. - Explaining relevant and insightful connections within and across periods. - Confirming the validity of an argument by corroborating multiple perspectives across themes. - Qualifying or modifying an argument by considering diverse or alternative views or evidence. Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: - The response argues that commercial development in the nineteenth century led to greater economic connections across the United States, which contributed to the growth of a national culture. It then corroborates that argument across regions by explaining how new transportation networks increased economic and cultural connections between the Northeast and Midwest while, at the same time, rising cotton production created new economic and political ties between the South and the Northeast during the first half of the 1800s. - The response argues that the social effects of commercial development led to the growth of reform movements. It then qualifies the argument with evidence that many people developed arguments to justify the social impacts of the growth of commerce, such as the expansion of slavery and the increased use of wage laborers in factories. - The response argues that the growth of a national market through transportation and communication improvements by the 1850s led to greater unity in the United States. It then modifies that argument with evidence of increased conflict over the institution of slavery connected to the development of commerce in the United States.
	Additional Notes: This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.	

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. Report from an association of churches in Connecticut, 1812	- Argues that various manual laborers should avoid the consumption of alcohol - Makes religious appeal for the success of the temperance movement	- During the early and mid-1800s, alcoholism was seen as a threat to the well-being of families and the economic productivity of workers. (situation) - As a church organization, the creator of the report believed that there was a religious and not only an economic mission in advocating temperance. (point of view)
2. Advertisement in Machett's Baltimore Directory, 1831	Depicts an early steam-powered locomotive	- Early steam-powered locomotives in the 1830s began the shift away from water-borne transportation. By the mid-1800s, transportation by rail began to overtake transportation by canal. (situation) - The purpose of the advertisement was to sell steam engines to people who sought to use technological innovations to develop the economy. (purpose)
3. Henry Tayloe, letter, 1835	Depicts the author's involvement in the internal slave trade	- The purpose of the letter was to describe the potential profit of engaging in the internal slave trade in Alabama. (purpose) - Westward settlement and the depletion of land in the southeast contributed to the expansion of plantation agriculture. (situation)
4. Elias Nason, letter to his parents, 1835	- Argues that his parents should not let his siblings work in a cotton mill - Argues that work in mills is unhealthy for children and would make them unvirtuous - States that he feels ashamed that his sister works in a mill	- As a student seeking to become a minister, he feared that female textile workers had very low reputations and were morally suspicious, which would impact his reputation as well. (point of view) - Mills like Lowell had chaperones and strict oversight to uphold the morals of female workers, but even that was not enough to overcome public suspicions. (situation)
5. Joseph Wilson, <i>Sketches of the Higher Classes of Coloured Society in Philadelphia</i> , 1841	- Argues that higher classes of African Americans have well-furnished homes - Claims that upper-class African Americans abstain from alcohol - Describes prejudice among White Americans that upwardly mobile African Americans must overcome	- As an African American writer, Wilson sought to dispel the prejudices of many White Americans against the success of some wealthier African Americans. (purpose) - The growth of the market economy presented the opportunity for some free African Americans to improve their economic situation and develop institutions to support their communities. (situation)

6. Josephine L. Baker, factory worker, "A Second Peep at Factory Life," <i>Lowell Offering</i> , 1845	- Argues that despite some drawbacks, mill girls benefit from working in factories - Describes ready source of money and some autonomy as wage earners - Describes lectures and other educational opportunities sponsored by the Lowell Mills	- The Lowell system of textile manufacturing in the first half of the 1800s employed unmarried women from farming families who lived in company-provided housing and communities in New England. (situation) - The audience for the article included readers who were skeptical of the desirability of employing women outside of the home as factory laborers and critical of factory working conditions, whom the writer sought to convince to be less critical of the Lowell Mills. (audience)
7. "Free Labor vs. Slave Labor," <i>North Star</i> , 1848	- Argues that the Northern working class is voting for pro-slavery politicians - Argues that the institution of slavery lowers the wages paid to wage laborers - Argues that the existence of slavery also lowers the status of free laborers	- As an abolitionist activist, Douglass sought to draw on arguments that would encourage antislavery sentiment among ordinary Northerners. (point of view) - During the 1840s, the westward expansion of slavery contributed to the development of free-soil arguments against slavery that emphasized the ill effects of the institution for free laborers in the North. (situation)

Question 2: Long Essay Question, Transatlantic Trade**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 the extent to which the growth of transatlantic trade changed British North American colonial society from 1607 to 1776.

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 the growth of transatlantic trade changed British North American colonial societies from 1607 to 1776. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.
	Examples that do not earn this point: Provide an overly generalized response to the prompt <i>“The growth of transatlantic trade led to major economic and social changes in society.”</i> Provide a restatement of the prompt <i>“North American society changed as a result of the growth of trade in the Atlantic.”</i> Provide a claim that is not historically defensible <i>“The growth of transatlantic trade led to the development of a diverse economy in the British colonies that included the large-scale manufacturing of consumer goods and extensive silver mining.”</i>	Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“The most significant and lasting impact of the growth of transatlantic trade was the increase in the racial, religious, and ethnic diversity of the colonies, while another important but less significant impact was the Anglicization of colonial society.”</i> Establish a line of reasoning with analytic categories <i>“The growth of trade in the Atlantic led to the spread of Enlightenment ideas and debates about British taxes, both of which contributed to the movement for independence.”</i> Establish a line of reasoning <i>“The growth of transatlantic trade led to more slavery in the colonies.”</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 how the growth of transatlantic trade changed British North American colonial societies from 1607 to 1776.
	Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>"The ancestors of the Native Americans migrated from Asia long ago on a land bridge across the Bering Sea."</i> Provide an overgeneralized statement about the time period referenced in the prompt <i>"Europeans built tons and tons of boats between 1607 and 1776. These boats were used to travel all over the world."</i>	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Native American society before the colonization of North America - Spanish (or other European) colonization before 1600 - The economic motivations for exploration - Initial British colonization of North America in the 1600s - East Asia trade (e.g., tea) - Imperial competition among European powers - The Revolutionary War Example of acceptable contextualization: <i>"The Spanish and Portuguese established large profitable colonies in the Americas before the English successfully founded a permanent settlement at Jamestown. The wealth of these early Spanish and Portuguese colonies from things like silver inspired other European countries to start colonies and eventually led to massive trade in the Atlantic."</i> <i>"Throughout the early 1600s colonies started forming for different reasons such as religious and economic reasons. This is seen as the Jamestown colony created for profit."</i> (Minimally acceptable context)
	Additional Notes: - The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. - 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 evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using specific and relevant examples of 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 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 <i>“The British impressed sailors on American merchant ships which made Americans very mad and contributed to another war with Britain.”</i>	Responses that earn 1 point: Identify at least two specific historical examples relevant to how the growth of transatlantic trade changed British North American colonial societies from 1607 to 1776. Examples of evidence that are specific and relevant include the following (two examples required): - Indentured servitude - Transatlantic slave trade - Fur Trade - Mercantilism - First Great Awakening - Enlightenment - Anglicization - Declaration of Independence - Salutary neglect - Navigation Acts - Tobacco, sugar, rice - Sugar Act - Townshend Acts - Tea Act Example of a statement that earns one point for evidence: <i>“The British regulated colonial trade with things like the Sugar Act and Tea Act.”</i>	Responses that earn 2 points: Use at least two specific historical examples to support an argument regarding how the growth of transatlantic trade changed British North American colonial societies from 1607 to 1776. Examples that successfully support an argument with evidence: <i>“The growth of the fur trade led colonists to form relationships with Indigenous societies in northern colonies that contributed to cultural exchange.” (Uses evidence to support an argument about changes in colonial society that resulted from interactions with Indigenous Americans)</i> <i>“The growth of trade in the Atlantic helped spread religious ideas from Europe to the colonies which contributed to the first Great Awakening.” (Uses evidence to support an argument about the impact of transatlantic trade on culture)</i> <i>“The British allowed the colonists a fair amount of freedom to trade during salutary neglect, but when that changed, it led to resentment in colonial society.” (Uses evidence to support an argument about changes in the colonist loyalty to Britain)</i>
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. (For example, supporting a two-part argument about increases in ethnic and intellectual diversity, using evidence about the New Netherlands and Enlightenment.)			

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning (0-2 points)	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, using evidence to corroborate, qualify, or modify an argument that addresses the question.
	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.	Responses that earn 1 point: Must demonstrate the use of historical reasoning to explain how the growth of transatlantic trade changed British North American colonial societies from 1607 to 1776, although the reasoning may be uneven, limited, or imbalanced.	Responses that earn 2 points: May demonstrate a complex understanding in a variety of ways, such as: - Explaining the nuance of an issue by analyzing multiple variables. - Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. - Explaining relevant and insightful connections within and across periods. - Confirming the validity of an argument by corroborating multiple perspectives across themes. - Qualifying or modifying an argument by considering diverse or alternative views or evidence.
	Examples that do not earn points: Provide evidence but offer no reasoning to connect the evidence to an argument <i>“Mercantilism was an economic system used by the British in their colonies. It was designed to regulate trade.”</i>	Using a historical reasoning process to frame or structure an argument could include: - Explaining how transatlantic trade caused the spread of plantation agriculture that led to an increase in slavery. - Discussing how transatlantic trade led to an increase in the presence of different European religious and ethnic groups, which contributed to a significant degree of pluralism and intellectual exchange. Example of acceptable use of historical reasoning: <i>“Early on, tobacco proved to be a very profitable crop for the Virginia colony in transatlantic trade. This created a demand for labor which at first brought in a significant number of European indentured servants and later enslaved Africans.”</i> (Indicates a change resulting from transatlantic trade)	Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: - The response argues that transatlantic trade led to a steady increase in the diversity of colonial society from 1607 to 1776. The response corroborates this argument with evidence from across themes about how various factors like cultural exchange, economic incentives, and imperial competition contributed to this steady increase in diversity over time. - The response argues that British attempts to regulate transatlantic trade led to a decreasing loyalty to Britain in colonial society that culminated in the Declaration of Independence. The response then qualifies that argument with evidence of a gradual Anglicization of colonial society that in some ways brought the colonies and Britain closer. - The response argues that transatlantic trade changed the ethnic, racial, and religious makeup of the colonies. It then qualifies that argument with evidence of demographic continuities, including a consistent Native American presence and constant migration from Britain.
	Additional Notes: This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.		

Question 3: Long Essay Question, 19th Century Territorial Growth**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 the extent to which changes in United States foreign policy contributed to territorial growth from 1840 to 1898.

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 changes in United States foreign policy contributed to territorial growth from 1840 to 1898. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.
Examples that do not earn this point: Provide a historically defensible claim, but do not establish a line of reasoning <i>“Consistent changes in U.S. foreign policy contributed to consistent territorial growth from 1840 to 1898.”</i> Provide an overly generalized response to the prompt <i>“Economic, social, and political changes in United States foreign policy contributed to territorial growth.”</i> Provide a claim that is not historically defensible <i>“The isolationist foreign policy of the United States motivated America to fight to get the Europeans out of our area.”</i>		Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“While the foreign policy of the early republic contributed to significant territorial expansion with the Louisiana Purchase, once ideas associated with Manifest Destiny started to motivate U.S. foreign policy, there was a massive expansion that took the U.S. all the way to the Philippines.”</i> Establish a line of reasoning with analytic categories <i>“Changes in U.S. foreign policy contributed to the Louisiana Purchase, the annexation of Texas, the Mexican cession, and the taking of areas further away like Alaska and Hawaii.”</i> Establish a line of reasoning <i>“Americans used Manifest Destiny to justify taking more land.”</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 how changes in United States foreign policy contributed to territorial growth from 1840 to 1898.
	Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>"The fur trade with the Indigenous population of colonial New France and New England was very lucrative but short-lived."</i> Provide an overgeneralized statement about the time period referenced in the prompt <i>"The second half of the 1800s was an age of conflict, selfishness, and dishonesty."</i>	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Native American Nations/Tribes - American Revolution - French Revolution - Haitian Revolution - Decline of the Spanish Empire - The spread of cotton cultivation - Debates about slavery - European imperialism - Nationalist movement in the Philippines Example of acceptable contextualization: <i>"From the early republic through the late 1800s, Indigenous Nations controlled vast areas of North America. From the Cherokee Nation in the Southeast to Comancheria on the plains, numerous Indigenous communities thrived before the expansion of the United States."</i> <i>"During this time, as industrialization was growing, the U.S. had more opportunities to trade with other countries because they could use their new resources and technological advancements to create new relations with other countries."</i> (Minimally acceptable context)
	Additional Notes: - The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. - 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 evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using specific and relevant examples of 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 prompt. - Provide evidence that is outside the time period or region specified in the prompt. - Repeat information that is specified in the prompt.	Responses that earn 1 point: Identify at least two specific historical examples relevant to how changes in United States foreign policy contributed to territorial growth from 1840 to 1898.	Responses that earn 2 points: Use at least two specific historical examples to support an argument regarding how changes in United States foreign policy contributed to territorial growth from 1840 to 1898.
	Examples that do not earn points: Provide evidence that is outside the time period <i>"The federal government had a policy that focused on expanding west, so they signed the Treaty of Greenville with the confederation headed by Little Turtle to get the land where Ohio is today."</i>	Examples of evidence that are specific and relevant include the following (two examples required): - Indian Removal - Manifest Destiny - Annexation of Texas - Mexican-American War - Oregon Treaty - William Seward - Purchase of Alaska - Wars with Indigenous Nations (Seminole, Apache, Sioux, etc.) - Treaty of Fort Laramie - Native American reservations - Annexation of Hawaii - Spanish-American War Example of a statement that earns one point for evidence: <i>"The United States purchased Alaska from Russia and annexed Hawaii in this period."</i>	Examples that successfully support an argument with evidence: <i>"With industrialization, U.S. foreign policy became more focused on acquiring territory overseas which contributed to the Spanish-American War."</i> (Uses evidence to support an argument about changes in foreign policy because of industrialization) <i>"Widespread enthusiasm for Manifest Destiny contributed to government policies aimed at taking land in the West from Indigenous people."</i> (Uses evidence to support an argument about the influence of Manifest Destiny on territorial expansion) <i>"Inspired by arguments that the United States needed outposts in the Pacific to serve as markets and as strategic naval outposts, the United States began to claim Pacific nations like the Kingdom of Hawai'i as American territory."</i> (Uses evidence to support an argument about how changes in foreign policy led to the acquisition of territory in the Pacific)
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. (For example, supporting a two-part argument about territorial expansion on the continent with evidence of the annexation of Texas and territorial expansion overseas with the annexation of Hawaii.)			

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning (0-2 points)	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, using evidence to corroborate, qualify, or modify an argument that addresses the question.
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.	Responses that earn 1 point: Must demonstrate the use of historical reasoning to explain how changes in United States foreign policy contributed to territorial growth from 1840 to 1898, although the reasoning may be uneven, limited, or imbalanced.	Responses that earn 2 points: May demonstrate a complex understanding in a variety of ways, such as: - Explaining the nuance of an issue by analyzing multiple variables. - Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. - Explaining relevant and insightful connections within and across periods. - Confirming the validity of an argument by corroborating multiple perspectives across themes. - Qualifying or modifying an argument by considering diverse or alternative views or evidence.	
Examples that do not earn points: Provide evidence but offer no reasoning to connect the evidence to an argument <i>“William Seward was a politician who served as the Secretary of State in the 1860s. He negotiated with Russia about Alaska.”</i>	Using a historical reasoning process to frame or structure an argument could include: - Explaining how U.S. foreign policy became more aggressive over time and contributed to wars to acquire territory. - Explaining how U.S. foreign policy shifted from a focus on acquiring territory in the West to a policy of acquiring territory overseas. Example of acceptable use of historical reasoning: <i>“At first the U.S. was mostly focused on taking land from Native Americans and Mexico in the West, but by the end of the century, U.S. foreign policy focused on getting land in the Caribbean and Pacific.”</i> (Indicates a change in foreign policy related to territorial acquisition)	Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: - The response argues that U.S. foreign policy got steadily more aggressive about acquiring territory. It corroborates this argument by providing evidence across themes, including ideological motivations emanating from Manifest Destiny, economic interest resulting from industrialization and agriculture, and global competition related to European imperialism. - The response argues that the U.S. became much more willing to use war to gain territory over the course of the 19th century. It then qualifies the argument about change with evidence of continuity, noting that warfare was used to take land from Native Americans from the 17th century through the 19th century. - The response argues that changes in foreign policy played a minor role in the growth of the United States. The response modifies the argument by contending that it was the actions of citizens that primarily contributed to growth, providing evidence like settlers pushing into Indigenous land.	
Additional Notes: This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.			

Question 4: Long Essay Question, National Security and Changes to Foreign Policy**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 the extent to which growing concerns about national security contributed to changes in United States foreign policy from 1945 to 1991.

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 growing concerns about national security contributed to changes in United States foreign policy from 1945 to 1991. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.
Examples that do not earn this point: Provide a historically defensible claim, but do not establish a line of reasoning <i>"Fear led to major changes in U.S. foreign policy."</i> Provide an overly generalized response to the prompt <i>"National security concerns led to social, economic, and political changes in U.S. foreign policy."</i> Provide a claim that is not historically defensible <i>"As the most powerful country in the World, the United States didn't feel like it needed any other countries' help to address its security concerns, so it established an isolationist foreign policy."</i>		Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>"While the most significant change to U.S. policy that resulted from the fear of communism was the formation of permanent alliances, something the U.S. had never done, the U.S. also increased its use of foreign aid and military power in the period."</i> Establish a line of reasoning with analytic categories <i>"Security concerns led to more alliances and increased foreign aid during the Cold War."</i> Establish a line of reasoning <i>"Concerns about national security led to the formation of permanent alliances." (Minimally acceptable thesis/claim)</i>
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 how growing concerns about national security contributed to changes in United States foreign policy from 1945 to 1991.
	Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>"The 1920s was a period of great cultural change, flappers challenged gender norms, cars gave young people more freedom, and the radio was a new form of entertainment. Not everyone was happy with the changes as we can see with the Scopes trial."</i> Provide an overgeneralized statement about the time period referenced in the prompt <i>"The period after World War II was an age of optimism and anxiety. Americans were both excited about the social and economic changes in the period and worried about dangerous developments around the world."</i>	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Washington's Farewell Address - First Red Scare - Interwar foreign policy of isolationism - The Second World War - Economic prosperity in the post-war era - The Civil Rights movement - Gulf War - September 11, 2001 Example of acceptable contextualization: <i>"Following World War I, many in the United States hesitated to get involved in foreign affairs. In fact, the U.S. didn't even join the League of Nations or get involved in World War II until the bombing of Pearl Harbor. But that all changed with the Cold War."</i> <i>"1945 marks the end of WW2 and the start of a panic about communists."</i> (Minimally acceptable context)
	Additional Notes: - The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. - 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 evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using specific and relevant examples of 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 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 <i>"The United States helped broker the Oslo Accords which improved the relationship between Israel and Palestine."</i>	Responses that earn 1 point: Identify at least two specific historical examples relevant to how growing concerns about national security contributed to changes in United States foreign policy from 1945 to 1991. Examples of evidence that are specific and relevant include the following (two examples required): - The Cold War - Nuclear weapons - Containment - Second Red Scare - Korean War - Vietnam War - Potsdam and Yalta Conferences - NATO - SEATO - The United Nations - Marshall Plan - The Alliance for Progress - Ronald Reagan - Truman Doctrine - Cuban Missile Crisis - Duck and Cover Drills - Peace Corps - Detente - Nixon's visits to China & Soviet Union - OPEC Oil Embargo - Camp David Accords - Iran Hostage Crisis - Mikhail Gorbachev Example of a statement that earns one point for evidence: <i>"President Truman met with the leaders of the Soviet Union and the United Kingdom to plan for the end of World War II at the Yalta and Potsdam Conferences."</i>	Responses that earn 2 points: Use at least two specific historical examples to support an argument regarding how growing concerns about national security contributed to changes in United States foreign policy from 1945 to 1991. Examples that successfully support an argument with evidence: <i>"As the Soviet Union promoted the spread of communism around the world which led to the Red Scare, the United States responded by developing a foreign policy based on containment."</i> (Uses evidence to support an argument about how the spread of communism shaped foreign policy) <i>"Shortly after World War II ended, several other countries developed nuclear weapons, including some enemies, so the U.S. started building a lot more of these bombs."</i> (Uses evidence to support an argument about the growth of the U.S. nuclear arsenal) <i>"Fear of Soviet power motivated the United States to create permanent alliances for the first time, for example, NATO."</i> (Uses evidence to support an argument about why the U.S. formed alliances)
	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. (For example, supporting a two-part argument about alliances with NATO and military spending with nuclear weapons.)		

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning (0-2 points)	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, using evidence to corroborate, qualify, or modify an argument that addresses the question.
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.	Responses that earn 1 point: Must demonstrate the use of historical reasoning to explain how growing concerns about national security contributed to changes in United States foreign policy from 1945 to 1991.	Responses that earn 2 points: May demonstrate a complex understanding in a variety of ways, such as: - Explaining the nuance of an issue by analyzing multiple variables. - Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. - Explaining relevant and insightful connections within and across periods. - Confirming the validity of an argument by corroborating multiple perspectives across themes. - Qualifying or modifying an argument by considering diverse or alternative views or evidence.
	Examples that do not earn points: Provide evidence but offer no reasoning to connect the evidence to an argument <i>“NATO was a military alliance that included the U.S., Canada, and most of Western Europe. The alliance was based on the idea that an attack on one was an attack on all.”</i>	Using a historical reasoning process to frame or structure an argument could include: - Explaining how tension with the Soviet Union caused the U.S. to form new alliances. - Explaining how the Cold War was a continuity throughout the period from 1945 to 1991. Example of acceptable use of historical reasoning: <i>“While the tension between the U.S. and the U.S.S.R. decreased some during détente, the conflict between these two powers consistently shaped U.S. foreign policy in this period.”</i> (Indicates a continuity in foreign policy related to the Soviet Union)	Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: - The response argues that during the Cold War, U.S. foreign policy came to increasingly depend on both military engagements and diplomacy to slow the spread of communism. It then corroborates this argument with evidence from multiple areas of the world, including East Asia, Latin America, Africa, and Europe. - The response argues that concerns about the power and influence of communist countries led to continuity in U.S. foreign policy throughout the period. It then qualifies this argument with evidence of the changes during the period of détente. - The response argues that national security concerns were only a minor factor in shaping U.S. foreign policy. It modifies the argument by providing evidence of how economic interests shaped foreign policy, arguing that the desire to protect global trade based on capitalism motivated U.S. policy, noting that national security concerns were a result of this economy-driven foreign policy rather than a cause.
Additional Notes: This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.			