

This document contains the answer keys, rubrics, and scoring notes for items on the grade 7 Social Studies Practice Test. Refer to the [Practice Test Library](#) for additional resources, including the [Social Studies Practice Test Guidance](#), which provides general supports and cautions in using the practice test, and the [Annotated Social Studies Practice Test Items](#) document, which explains the purpose and reasoning of selected practice tests items. For additional help in scoring extended-response items, refer to the presentation [Assessment Results Make the Case](#).

Session	Set	Sequence	Item Type	Key	Alignment
1	John Adams and Thomas Jefferson	1	MC	C	7.8.5 Describe the structure and powers of the three branches of the federal government
		2	MC	A	7.10.1 Describe the influences on and the development and expansion of individual rights and freedoms
		3	MC	B	7.10.2 Identify and describe ways in which citizens influence change in a democratic society
		4	MC	D	7.10.1 Describe the influences on and the development and expansion of individual rights and freedoms
		5	TEI	see TEI key	7.2.4 Describe the major political and economic events, and policies of the Washington and Adams presidencies
1	The Lewis and Clark Expedition	6	MC	C	7.3.2 Identify and explain foreign policy developments between the United States and other nations from 1800–1850
		7	MC	B	7.11.3 Describe government policies that influenced the United States economy
		8	MC	B	7.5.3 Analyze historical maps, charts, and graphs of the United States from 1763–1877
		9	MS	A, E	7.3.1 Analyze political, social, and economic factors that led to westward expansion from 1800–1850
		10	MS	A, B, D	7.3.1 Analyze political, social, and economic factors that led to westward expansion from 1800–1850
		11	CR	see rubric	7.3.1 Analyze political, social, and economic factors that led to westward expansion from 1800–1850
1	Regional Economies of the United States	12	MC	C	7.11.1 Explain how the demand for resources and the development of technology influenced economic diversity in the United States
		13	MC	A	7.6.3 Analyze patterns, motivations and the impact of rural and urban migration in the United States from 1763–1877
		14	MS	B, E, F	7.3.4 Compare and contrast the political, social, and economic development of the different regions of the United States
		15	MC	B	7.11.1 Explain how the demand for resources and the development of technology influenced economic diversity in the United States
		16	TEI	see TEI key	7.11.2 Explain how economic interdependence developed between regions of the United States and with foreign countries

Session	Set	Sequence	Item Type	Key	Alignment
1	Reconstruction	17	MC	C	7.4.3 Describe long-term and short-term outcomes of Reconstruction
		18	MS	B, F	7.4.3 Describe long-term and short-term outcomes of Reconstruction
		19	MC	A	7.4.3 Describe long-term and short-term outcomes of Reconstruction
		20	MC	B	7.8.8 Examine how key legislation and court decisions influenced the course of United States history from 1763–1877
1	Standalone Items	21	MC	A	7.11.3 Describe government policies that influenced the United States economy
		22	MC	C	7.7.1 Explain how Americans adapted and transformed various physical environments in the United States to expand its growth and influence
		23	MC	D	7.6.4 Explain how differences in land use influenced cultural characteristics among regions in the United States from 1763–1877
		24	MC	B	7.3.1 Analyze political, social, and economic factors that led to westward expansion from 1800–1850
		25	MC	C	7.6.1 Analyze settlement patterns of racial and ethnic groups in the United States from 1763–1877
		26	MC	B	7.10.5 Describe the development and roles of political parties and special interest groups in the United States from 1787–1877
2	Election of Abraham Lincoln	27	MC	B	7.4.1 Identify and describe the role of the election of Abraham Lincoln and other key events, ideas, and people, which led to the Civil War
		28	MS	A, E	7.4.1 Identify and describe the role of the election of Abraham Lincoln and other key events, ideas, and people, which led to the Civil War
		29	MC	B	7.8.9 Explain how federal officials are elected or appointed
		30	MC	C	7.5.3 Analyze historical maps, charts, and graphs of the United States from 1763–1877
		31	MC	D	7.4.2 Analyze important turning points and major developments during the Civil War
		32	TEI	see TEI key	7.4.1 Identify and describe the role of the election of Abraham Lincoln and other key events, ideas, and people, which led to the Civil War

Session	Set	Sequence	Item Type	Key	Alignment
2	U.S. Foreign Policy before 1850	33	MC	A	7.9.3 Explain how United States foreign policy was developed and carried out from 1781–1877
		34	MC	B	7.3.2 Identify and explain foreign policy developments between the United States and other nations from 1800–1850
		35	MC	C	7.9.3 Explain how United States foreign policy was developed and carried out from 1781–1877
		36	MC	A	7.9.2 Explain various ways nations interact and the impact of these interactions from 1763–1877
		37	ER	see rubric	7.9.3 Explain how United States foreign policy was developed and carried out from 1781–1877
3	Reform Movements in the 1800s	38	MC	C	7.3.5 Explain reasons for the expansion of slavery in the South after 1800 and describe the life of enslaved African Americans, and their responses to slavery
		39	MC	B	7.3.3 Examine the motivations and influence of major American reform movements during the 19 th century
		40	MS	C, F	7.10.2 Identify and describe ways in which citizens influence change in a democratic society
		41	MC	D	7.3.3 Examine the motivations and influence of major American reform movements during the 19 th century
		42	MC	A	7.3.3 Examine the motivations and influence of major American reform movements during the 19 th century
		43	CR	see rubric	7.10.1 Describe the influences on and the development and expansion of individual rights and freedoms
3	The Mexican-American War	44	MC	D	7.9.3 Explain how United States foreign policy was developed and carried out from 1781–1877
		45	MC	C	7.3.2 Identify and explain foreign policy developments between the United States and other nations from 1800–1850
		46	MC	A	7.5.3 Analyze historical maps, charts, and graphs of the United States from 1763–1877
		47	MS	A, C	7.3.1 Analyze political, social, and economic factors that led to westward expansion from 1800–1850
		48	MC	D	7.3.1 Analyze political, social, and economic factors that led to westward expansion from 1800–1850
		49	TEI	see TEI key	7.3.2 Identify and explain foreign policy developments between the United States and other nations from 1800–1850

Session	Set	Sequence	Item Type	Key	Alignment
3	Standalone Items	50	MC	D	7.10.1 Describe the influences on and the development and expansion of individual rights and freedoms
		51	MC	C	7.10.2 Identify and describe ways in which citizens influence change in a democratic society
		52	MC	C	7.11.3 Describe government policies that influenced the United States economy
		53	MC	A	7.9.2 Explain various ways nations interact and the impact of these interactions from 1763–1877
		54	MC	B	7.3.4 Compare and contrast the political, social, and economic development of the different regions of the United States
		55	MC	A	7.4.2 Analyze important turning points and major developments during the Civil War

Session 1 Item 5

Drag and drop the descriptions into the correct sections of the Venn diagram to show the similarities and differences between John Adams and Thomas Jefferson. There are **two** correct descriptions for John Adams and **two** correct descriptions for Thomas Jefferson.

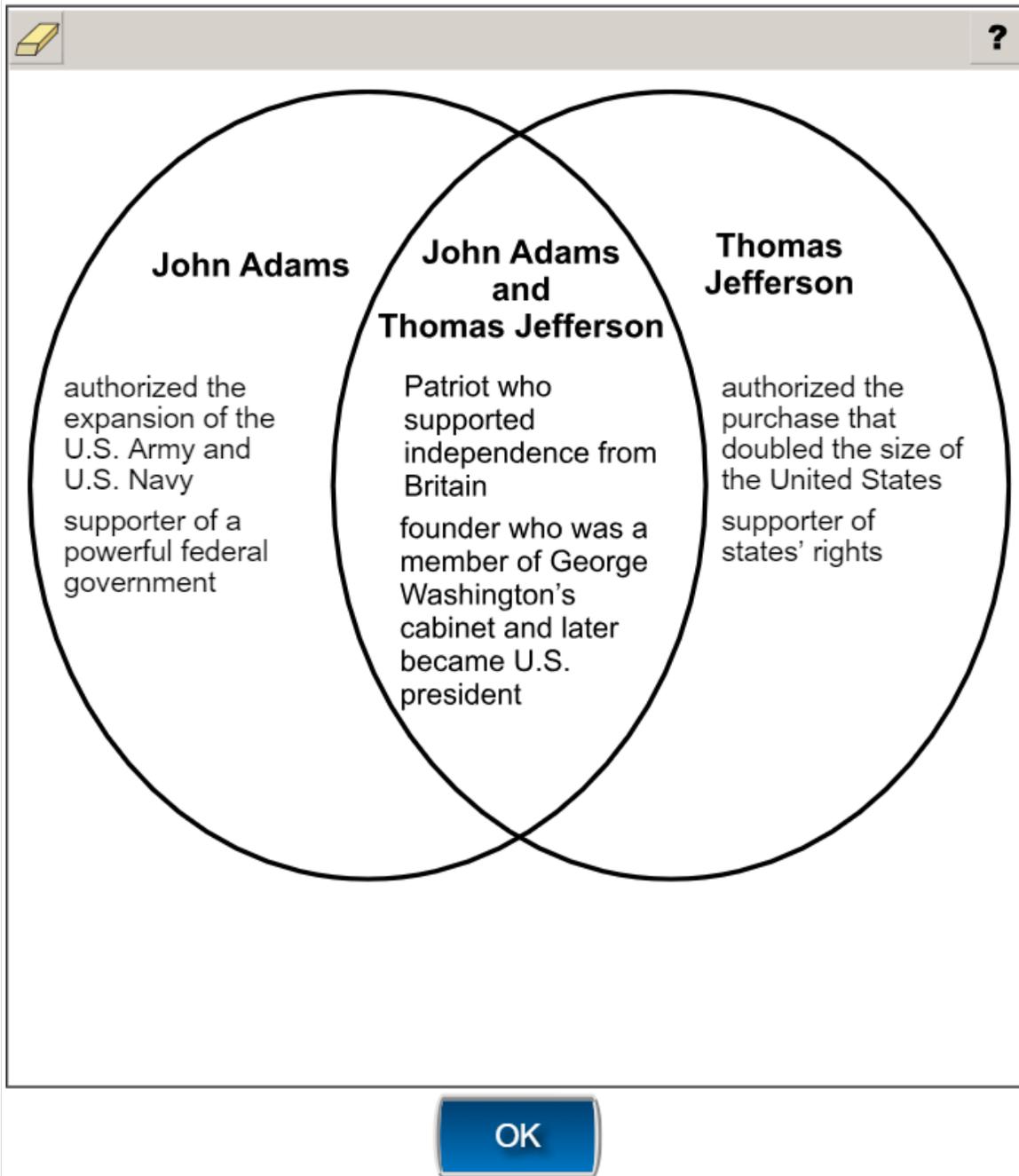
John Adams **John Adams and Thomas Jefferson** **Thomas Jefferson**

Patriot who supported independence from Britain
founder who was a member of George Washington's cabinet and later became U.S. president

authorized the purchase that doubled the size of the United States supporter of states' rights supporter of a powerful federal government authorized the expansion of the U.S. Army and U.S. Navy

OK

Scoring for Session 1 Item 5



Two points = four descriptions in the correct sections
One point = two or three descriptions in the correct sections
Zero points = one or zero descriptions in the correct section

Scoring for Session 1 Item 11

Using the sources and your knowledge of social studies, explain **two** different ways that the Lewis and Clark expedition influenced the economic growth of the United States during the 1800s.

Scoring Information	
Score Points	Description
2	Student's response correctly explains two different ways that the Lewis and Clark expedition influenced the economic growth of the United States during the 1800s.
1	Student's response correctly explains one way that the Lewis and Clark expedition influenced the economic growth of the United States during the 1800s.
0	Student's response does not correctly explain a way that the Lewis and Clark expedition influenced the economic growth of the United States during the 1800s. OR Student's response is blank, irrelevant, or too brief to evaluate.

Scoring Notes:

Ways that the Lewis and Clark expedition influenced the economic growth of the United States during the 1800s:

- The expedition identified areas where settlers could establish farms, which helped the agricultural industry grow in the 1800s. By the late 1800s, the Midwest became an important region for grain production.
- The spread of agriculture to the Midwest allowed the region to become specialized in agricultural production and allowed the Northeast to concentrate on manufacturing. Many farmers from the Northeast moved to the Midwest to continue farming or moved to urban centers in the Northeast to work in factories, particularly textile factories.
- The expedition located potential sources of minerals for mining. The mining industry became important to the development of the industrial economy.
- The expedition found animals and plants that could be raised for trade, such as for fur and timber. The Northwest became an important region for timber production in the late 1800s.
- The discovery of timber and minerals in the Northwest was important to economic development for the United States. Settlers migrated, along the Oregon Trail, to the Oregon Territory, based on the knowledge that the land in the Northwest was rich in resources. Over time, the timber industry developed and became an important resource for the U.S. economy. This was particularly the case after most of the forests in the Northeast had been cut down for farm cultivation by the early 1800s.
- The expedition identified routes to the western United States, which provided people with opportunities to ship products into and out of the region.
- Based on the findings of Lewis and Clark, the United States eventually claimed the Oregon Territory. As it reached the Pacific Ocean, the United States began to visualize itself as spreading across the North American continent. Having cities and states on the Pacific coast opened up important trade possibilities for the United States with Asian markets. The new markets created new opportunities for American businesses to sell manufactured goods.

Accept any other reasonable response.

Student Responses for Session 1 Item 11

Prompt

Using the sources and your knowledge of social studies, explain **two** different ways that the Lewis and Clark expedition influenced the economic growth of the United States during the 1800s.

Response 1

The Lewis and Clark expedition influenced economic growth. There are many ways that it did just that.

One thing they would note is that there was good farmland there. When they went over to the west, they found land that was right for the farming that needed to be done. More settlers would move west in order to farm and there would be economic growth there. This would make a better economy for the United States. This land they found would be good for farming and economic growth.

Another way they made economic growth was furs. They met indians and found that there were furs you could trap there. They would be able to move west and become mountain men. Mountain men trapped furs in the west and made money off of them. They would make economic growth in that area and it would also be good for the economy. Their finding furs would be very good for economic growth.

The Lewis and Clark Expedition influenced economic growth a lot.

Score: 2

The response earns a score of 2. It fully and accurately explains two ways that the Lewis and Clark expedition influenced the economic growth of the United States during the 1800s: “they found land that was right for the farming” and “found that there were furs you could trap there.” The student uses the sources, and prior content knowledge acquired through instruction, throughout the response.

Response 2

The Lewis and Clark expedition influenced growth of the United States economy in many ways. First, the land farming that was there influenced the growth of agriculture. The N.A. trade relations influenced commerce and trade. The mineral deposits influenced the mining for these minerals. Second, the routes along the rivers were recorded which would influence travel. The geographical recordings influenced routes people would take. N.A. losing land influenced settlers moving into that land. That is how the Lewis and Clark expedition influenced the United States economy.

Score: 2

The response earns a score of 2. It correctly explains two ways that the Lewis and Clark expedition influenced the economic growth of the United States during the 1800s: “the land farming that was there influenced the growth of agriculture” and “The routes along the rivers were recorded which would influence travel.” Although this response relies on Source 3, the student incorporates his or her own words into the response, demonstrating understanding of the topic.

Response 3

The Lewis and Clark expedition had influenced the economic growth during the 1800s because, new trade relations were established , and suitability of land for farming was noted. They could now trade with the Native Americans to get new resources and when they get to the U.S. they could sell the resources. While on the Expedition they noted that there was land that was suitable for farming.

Score: 1

The response earns a score of 1. It gives a complete and correct explanation of one way that the Lewis and Clark expedition influenced the economic growth of the United States during the 1800s: “new trade relations were established.” The response also identifies a second way that the expedition influenced the economic growth of the United States, “they noted that there was land that was suitable for farming,” but does not explain it.

Response 4

Two ways that the Lewis and Clark expedition influenced the economic growth of the United States.

It influenced it by showing them how to grow, what new plants and animals were there and where there were lakes, rivers and also told them a good spot to start their economy.

The Lewis and Clark expedition was to talk to the Native Americans and to see how they lived there and to make friends with them. They found a lot of new stuff and new ways to live. So that they could live. The other thing is that they found ways to plant food and how to live.

Score: 1

The response earns a score of 1. It correctly explains one way that the Lewis and Clark expedition influenced the economic growth of the United States during the 1800s: “showing them how to grow, what new plants and animals were there and where there were lakes, rivers and also told them a good spot to start their economy.” It also identifies a second way that the Lewis and Clark expedition influenced the economic growth of the United States during the 1800s, “to talk to the Native Americans and to see how they lived there and to make friends with them,” but does not offer a complete explanation.

Response 5

The Lewis and Clark's expedition influenced the economic growth by trading with the native Americans and by having the settlers learn the Indian's language and culture.

Score: 0

The response earns a score of 0. It identifies two ways that the Lewis and Clark expedition influenced the economic growth of the United States during the 1800s, but it does not provide any explanation.

Session 1 Item 16

Drag and drop the **four** correct events into the flow chart in chronological order from earliest to most recent to show how technological advancements influenced the U.S. economy in the 1800s.



Economic interdependence between regions in the U.S. increases.

Improved agricultural tools and machines allow farmers to increase crop production.

Refrigerator railroad cars expand the market for the growing supply of agricultural goods.

Wheat prices increase because of overproduction.

People in different regions are able to buy products from other areas of the country.

The Midwest increases production by using more enslaved people.

Technological advancements are introduced.

↓

↓

↓

↓

OK

GRADE 7 SOCIAL STUDIES PRACTICE TEST ANSWER KEY

13

Scoring for Session 1 Item 16

Wheat prices increase because of overproduction.

The Midwest increases production by using more enslaved people.

Technological advancements are introduced.

Improved agricultural tools and machines allow farmers to increase crop production.

Refrigerator railroad cars expand the market for the growing supply of agricultural goods.

People in different regions are able to buy products from other areas of the country.

Economic interdependence between regions in the U.S. increases.

OK

Two points = four events in the correct positions

One point = three or two events in the correct positions

Zero points = one or zero events in the correct position

Session 2 Item 32

There are seven outlined phrases in the excerpt from President Abraham Lincoln's first inaugural address. From these seven phrases, select the **four** phrases that **best** reflect the reasons for the Civil War.

Source 3

**Adapted from President Abraham Lincoln's First Inaugural Address
(March 4, 1861)**

Anxiety seems to exist among the people of the Southern States that by the taking of office by a Republican Administration their property and their peace and personal security are to be endangered.

I have no purpose, directly or indirectly, to interfere with the institution of slavery in the States where it exists. I believe I have no lawful right to do so.

The maintenance of the rights of the States, and especially the right of each State to order and control its own domestic institutions, is essential to that balance of power on which the perfection and preservation of our political fabric depend.

I shall take care that the laws of the Union are faithfully carried out in all the States. I trust this will not be regarded as a threat, but only as the declared purpose of the Union that it will constitutionally defend and maintain itself.

One section of our country believes slavery is right and should be extended, while the other believes it is wrong and should not be extended. This is the only substantial dispute.

Physically speaking, we cannot separate. We cannot remove our sections from each other nor build a wall between them.

In your hands, my dissatisfied fellow-countrymen, and not in mine, is the important issue of civil war.

Scoring for Session 2 Item 32

There are seven outlined phrases in the excerpt from President Abraham Lincoln's first inaugural address. From these seven phrases, select the **four** phrases that **best** reflect the reasons for the Civil War.

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I shall take care **that the laws of the Union are faithfully carried out in all the States**. I trust this will not be regarded as a threat, but only as **the declared purpose of the Union that it will constitutionally defend and maintain itself**.

One section of our country believes slavery is right and should be extended, while the other believes it is wrong and should not be extended. This is the only substantial dispute.

Physically speaking, we cannot separate. **We cannot remove our sections from each other nor build a wall between them.**

In your hands, my dissatisfied fellow-countrymen, and not in mine, is the important issue of civil war.

Two points = four phrases correctly selected

One point = three or two phrases correctly selected

Zero points = one or zero phrases correctly selected

Scoring for Session 2 Item 37

Based on the sources and your knowledge of social studies, evaluate the effectiveness of U.S. foreign policy decisions on the foreign and domestic affairs of the United States during the late eighteenth and early nineteenth centuries.

As you write, follow the directions below.

- Address all parts of the prompt.
- Include information and examples from your own knowledge of social studies.
- Use evidence from the sources to support your response.

Scoring

The response should be scored **holistically** on its adherence to two dimensions: Content and Claims. Each response should be given the score that corresponds to the set of bulleted descriptors that **best** describes the response.

Dimension: Content	
Score	Description
4	The student's response: <ul style="list-style-type: none"> Reflects thorough knowledge of the effectiveness of U.S. foreign policy decisions on the foreign and domestic affairs of the United States during the late eighteenth and early nineteenth centuries by incorporating ample, focused factual information from prior knowledge and the sources; Contains accurate understandings with no errors significant enough to detract from the overall content of the response; Fully addresses all parts of the prompt.
3	The student's response: <ul style="list-style-type: none"> Reflects general knowledge of the effectiveness of U.S. foreign policy decisions on the foreign and domestic affairs of the United States during the late eighteenth and early nineteenth centuries by incorporating adequate factual information from prior knowledge and the sources; Contains mostly accurate understandings with minimal errors that do not substantially detract from the overall content of the response; Addresses all parts of the prompt.
2	The student's response: <ul style="list-style-type: none"> Reflects limited knowledge of the effectiveness of U.S. foreign policy decisions on the foreign and domestic affairs of the United States during the late eighteenth and early nineteenth centuries by incorporating some factual information from prior knowledge and the sources; Contains some accurate understandings with a few errors that detract from the overall content of the response; Addresses part of the prompt.
1	The student's response: <ul style="list-style-type: none"> Reflects minimal knowledge of the effectiveness of U.S. foreign policy decisions on the foreign and domestic affairs of the United States during the late eighteenth and early nineteenth centuries by incorporating little or no factual information from prior knowledge and the sources; Contains few accurate understandings with several errors that detract from the overall content of the response; Minimally addresses part of the prompt.
0	The student's response is blank, incorrect, or does not address the prompt.

Dimension: Claims	
Score	Description
4	The student's response: <ul style="list-style-type: none"> • Develops a valid claim that effectively expresses a solid understanding of the topic; • Thoroughly supports the claim with well-chosen evidence from the sources; • Provides a logically organized, cohesive, and in-depth explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.
3	The student's response: <ul style="list-style-type: none"> • Develops a relevant claim that expresses a general understanding of the topic; • Supports the claim with sufficient evidence from the sources; • Provides an organized explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.
2	The student's response: <ul style="list-style-type: none"> • Presents an inadequate claim that expresses a limited understanding of the topic; • Includes insufficient support for the claim but does use some evidence from the sources; • Provides a weak explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.
1	The student's response: <ul style="list-style-type: none"> • Does not develop a claim but provides evidence that relates to the topic, OR develops a substantially flawed claim with little or no evidence from the sources; • Provides a vague, unclear, or illogical explanation of the connections among ideas, people, events, and/or contexts within or across time and place.
0	The student's response is blank, incorrect, too brief to evaluate, or lacks a claim that addresses the prompt.

Scoring Notes for Claims Rubric

A response that develops a **valid** claim expresses a **solid** understanding of the social studies topic. The response is supported by **ample and well-chosen** evidence from the sources. The explanation is logical, organized, and cohesive, as demonstrated by connections, patterns, or trends among ideas, people, events, and contexts within or across time and place. A **valid** claim shows a deep understanding of the complexity of social studies themes that is supported by convincing evidence. The analysis may include the ability to discuss cause-and-effect relationships; analyze the importance of and connection between source documents; classify patterns of continuity and change; evaluate differing perspectives; provide in-depth interpretations of historical events, etc.

A response that develops a **relevant** claim expresses a **general** understanding of the social studies topic. The response is supported by **sufficient** evidence from the sources. The explanation is organized and includes connections, patterns, or trends among ideas, people, events, and contexts within or across time and place but fails to reach the valid level. A **relevant** claim shows an accurate understanding of social studies themes but is less complex and includes more generalized evidence. The explanation may identify cause-and-effect relationships; describe patterns of continuity or change; recognize perspectives on a single topic or theme; identify the importance of or connection between source documents; provide general interpretations of historical events, etc.

A response that includes an **inadequate** claim expresses a **limited** understanding of the social studies topic and uses insufficient evidence from the sources to develop the claim. The explanation includes weak connections, patterns, or trends among ideas, people, events, and contexts within or across time and place. An **inadequate** claim shows some understanding of social studies themes but is limited in its analysis and evidence. The explanation may include insufficient understanding of cause and effect relationships; little recognition of patterns of continuity or change; limited knowledge of perspectives on a single topic or theme; misconceptions regarding the importance of or connections between source documents; limited interpretation of historical events, etc.

A response that develops a **substantially flawed** claim expresses **little** understanding of the social studies topic. The explanation, if present, may include vague or illogical connections, patterns, or trends among ideas, people, events, and contexts within or across time and place. It fails to reach the inadequate level for a variety of reasons. For example, the response may provide some evidence that relates to the topic, but is ineffective in supporting a claim, if one is made.

Characteristics of a Strong Response

A strong response is logically organized into several paragraphs. Any errors in spelling, punctuation, grammar, or capitalization do not interfere with the ability of the reader to understand the ideas presented.

A strong response may develop **one** or more lines of reasoning to support the claim. Here are some examples:

- U.S. foreign policy decisions during the late eighteenth and early nineteenth centuries were effective in achieving the territorial expansion of the United States by acquiring land from other countries. Purchases of vast territory, such as the Louisiana Purchase from France, the purchase of Florida from Spain, and the Gadsden Purchase from Mexico, showed the willingness of the U.S. government to expand its territory. U.S. participation in the Mexican-American War and the signing of a treaty with Great Britain that established permanent borders for the Oregon Country also enabled the territorial expansion of the United States.
- U.S. foreign policy decisions during the late eighteenth and early nineteenth centuries were effective in helping the country become a powerful nation in the Western Hemisphere. The Monroe Doctrine influenced foreign and domestic affairs by helping to provide the United States with the ability to explore western lands and establish commercial interests throughout North America.
- U.S. foreign policy decisions during the late eighteenth and early nineteenth centuries were not fully effective in keeping the nation out of wars with foreign countries. Despite George Washington’s declarations that the United States wished to maintain friendly relations with other countries, disagreement with Great Britain over a number of issues, such as trade and the impressment of U.S. sailors, caused the two countries to go to war in 1812. The United States also went to war with Mexico in 1846, partially in order to gain new territory.
- U.S. foreign policy decisions during the late eighteenth and early nineteenth centuries influenced but did not effectively resolve foreign and domestic issues related to the issue of slavery. Acquiring new territories caused the United States to face the question of whether these territories would allow slavery and whether they would become slave states or free states. The tension caused by this issue eventually led to the Civil War, as several compromises regarding this issue failed to deal with the essential question of slavery.

A strong response shows understanding of the topic by analyzing the required sources and including well-chosen evidence from the sources, such as:

- The 1793 event on the timeline shows that the United States attempted to remain neutral in European conflicts during George Washington’s administration (Source 1).
- The timeline shows that the United States placed restrictions on British goods in 1806, which eventually led to the War of 1812 (Source 1).
- The 1845 event on the timeline shows the U.S. annexation of Texas, which eventually led to the Mexican-American War (Source 1).
- In 1796, President George Washington issued his Farewell Address. In this address, President Washington warned the United States that having relationships that are too close with other countries or attitudes that are too hostile toward other countries can negatively influence leaders when making decisions and can cause citizens to have divided loyalties (Source 1 and Source 2).
- In 1823, President Monroe introduced the Monroe Doctrine, which discusses the foreign policy of the United States in relation to the Western Hemisphere (Source 1 and Source 3).
- The Monroe Doctrine, introduced by President Monroe in 1823, warned European powers that the Americas are off-limits to those powers for further colonization (Source 1 and Source 3).
- In 1823, President Monroe introduced the Monroe Doctrine, which declared that the United States would not interfere with the affairs of European powers or of the colonies that those powers had already established in the Americas (Source 1 and Source 3).
- The timeline and the map of U.S. territorial expansion show when and how each area was acquired by the United States. Some of the territory was purchased, and some was gained through treaties. The map also shows that the United States expanded westward toward the Pacific Ocean over time (Source 1 and Source 4).

A strong response also includes important information beyond what is presented in the sources, such as:

- The role of British impressment in causing the War of 1812.
- The role of Manifest Destiny in encouraging the territorial expansion of the nation.
- The long-term effects of U.S. territorial expansion in helping the United States become a powerful and respected nation throughout the world.
- The long-term effects of U.S. territorial expansion and how it complicated the issue of the expansion of slavery.
- The long-term effects of territorial expansion in the Southwest and how it affected relations with Mexico.

Student Responses for Session 2 Item 37

Prompt

Based on the sources and your knowledge of social studies, evaluate the effectiveness of U.S. foreign policy decisions on the foreign and domestic affairs of the United States during the late eighteenth and early nineteenth centuries.

Response 1

The United States' foreign policy decisions on the foreign and domestic affairs during the late eighteenth and early nineteenth centuries were very effective.

It was very effective because policies like the Monroe Doctrine allowed the United States to grow and deal with problems without having to worry about European nations interfering. This also allowed the US to become more powerful as the United States annexed land like Texas which helped American growth. In 1845, when the United States decided to annex Texas, it caused a dispute with Mexico. The timeline shows that in 1846, "the Mexican-American war begins" and that the war ended in 1848, when the two countries sign the Treaty of Guadalupe. The Treaty allowed the U.S. to gain a lot of land and grow. It also became easier to follow Manifest Destiny since we told other countries to stay out of the Western Hemisphere's business, we were able to move further west without other countries fighting us.

When Washington made his farewell speech, he said America as the country should have no long term allies which allowed us to stay neutral in other countries' wars. Since we did not ally ourselves with one particular country, we were able to trade and deal with countries how we wanted to. We also did not have to favor one country since we did not have too many alliances. We were also able to buy land from other countries without having too worry about too many problems from other countries.

This is why the foreign policy was very effective.

Content: 4

Claims: 4

The response earns a score of 4 for content and a score of 4 for claims. This concise response affirms the effectiveness of the U.S. foreign policy decisions on foreign and domestic affairs. The response claims that "policies like the Monroe Doctrine allowed the United States to grow and deal with problems without having to worry about European nations interfering" and that "[s]ince we did not ally ourselves with one particular country, we were able to trade and deal with countries how we wanted to." The response fully attends to the prompt and uses strong lines of reasoning, relevant outside content knowledge, and well-chosen evidence from the sources to support and develop the claims. The student effectively incorporates evidence from the sources in a subtle manner, often summarizing information in his or her own words. Unlike lower-scoring responses, the student makes sophisticated connections, such as a connection between the Monroe Doctrine and the attainment of land for the development of the United States.

Response 2

During the late eighteenth and early nineteenth centuries the United States made many policy decisions on the foreign and domestic affairs.

One of the effective decisions made by the U.S. was the Louisiana Purchase. The Louisiana Purchase was the biggest piece of land bought from France that doubled the size of America. According to source 4 it shows the map of the United States that includes the Louisiana Territory that led all the way from the South and ended at the very top, North, of the country. Since the Louisiana Territory included the New Orleans trading port in it, the United States was able to make profit through trade and interact with other countries. The people of America was able to trade goods and other items with other countries such as those in Asia. Also, the Louisiana Purchase helped the belief of Manifest Destiny. Manifest Destiny was the belief that God chose white settlers to expand westward. After the purchase of the Louisiana Territory many people started to move into the western areas. This had a powerful impact in the country.

The Monroe Doctrine was a very effective decision president James Monroe introduced. The Monroe Doctrine stated that European countries were not able to take or come to any of the Western countries. Some European countries had colonies in the Americas, and the Monroe Doctrine prevented the European countries from extending the colonies. As stated in source 3 it writes, "It is impossible that the... European powers should extend their political system to any portion of North or South America..." America wanted its people to be safe and protected, which the Monroe Doctrine covered. Also the Monroe Doctrine helped the United States from interfering with the other countries. America avoided engaging in conflict with the other countries. This kept the people of America to live peacefully and away from any of the unnecessary problems. The Monroe Doctrine had a good impact in the American history.

Content: 4

Claims: 3

The response earns a score of 4 for content and a score of 3 for claims. It develops the claims that the purchase of the Louisiana Territory meant that "the United States was able to make profit through trade and interact with other countries" and that "America wanted its people to be safe and protected, which the Monroe Doctrine covered." The student weaves relevant information from outside knowledge into his or her evaluation of the effectiveness of U.S. foreign policy decisions on foreign and domestic affairs and shows a strong understanding of the topic. The claims are supported with logical reasoning and ample evidence from the sources, both quoted from the source and rephrased in the student's own words. If the response had expanded upon Manifest Destiny and the Monroe Doctrine, making clearer and more cohesive connections, the response could have earned a 4 for claims.

Response 3

In the eighteenth and early nineteenth centuries many laws policies concerning the foreign and domestic affairs of the U.S. were set but were these policies effective. My answer is that yes, these policies were effective.

The first example of this can be found in President George Washington's farewell address where he says that "[a] passionate attachment of one nation for another produces a variety of evils". This means that if we permanently ally ourselves with another nation nothing good will come from it. This is an example of a foreign policy set in place that has been effective when heeded. The policy makes sense. If we ally ourselves permanently with a nation we will be reluctant to attack if they turn on the United States or they could exploit us. Sometimes, if you are too close to a foreign country, then you can get pulled into wars and conflicts with other nations, and potentially make new enemies. Another example of a great policy is found in the Monroe Doctrine where it is stated that "[W]ith the Governments who have declared their independence and maintain it [we] view any interposition for the purpose of oppressing them or controlling [them] by any European power [as] an unfriendly disposition toward the United States" this meant that if any European power came and messed with anyone in the Western Hemisphere that we would consider it a hostile move towards the US. This is an effective policy as it warns European powers to not mess with anyone near us or we will not be happy. Based on my own knowledge of Social Studies I know that this policy was observed by the European nations because no more moves to colonize the Western Hemisphere were made and we kept our friendly relations to the best of my knowledge.

A final effective decision that we made was making The Louisiana Purchase from France. This expanded our land by a lot to the west. Now more people would start moving to the west. It was relieving to not have another country's land so close to us and we didn't have to pay that much for it. The Louisiana Purchase was a very effective decision about foreign policy in our country's history.

To conclude the US wrote many great foreign policies in the late eighteenth and early nineteenth centuries.

Content: 3

Claims: 3

The response earns a score of 3 for content and a score of 3 for claims. It develops claims asserting the effectiveness of U.S. foreign policy decisions on foreign and domestic affairs. The response includes sufficient, relevant evidence from the sources to support the claims and makes connections between policy decisions and their outcomes in U.S. affairs. To earn a score of 4 for claims, this response would need to provide more precise and cohesive claims and explanations. The response addresses all parts of the prompt and integrates some outside content knowledge. To receive a score of 4 for content, the response would need to incorporate more outside information beyond what is presented in the sources.

Response 4

The U.S. foreign policy decisions were effective in the late eighteenth and early nineteenth centuries because it allowed the U.S. to gain land and contact with foreign places. In "US Foreign Policy Events" (Source 1), it gives examples of foreign policy events. Finally, in "US Territorial Expansion" (source 4), it is map that shows where the US expanded over the years. Each source gives examples or describes how the U.S. foreign policy decisions on the foreign and domestic affairs of the United States was effective.

For example, in source 1, it gives a timeline of when and what happened. In the late eighteenth century, the "United States and Mexico [signed] a treaty that sets permanent borders or Oregon country" and "the United States [signed] the Gadsden Purchase Treaty with Mexico." this shows that the US gained land out of these treaties and expanded to many places. In source 4, it shows a map to all the places that the US expanded to. In the "Louisiana Purchase from france [in] 1803," we gained a lot of land. In the "Florida Purchase from Spain [in] 1819," we gained Florida and a little more. The US didn't gain much land from the Gadsden Purchase from Mexico in 1853, which was stated above, but it was something.

In conclusion, the U.S. foreign policy decisions on the foreign and domestic affairs of the United States was effective because it allowed the US to gain new places.

Content: 2

Claims: 3

The response earns a score of 2 for content and a weak score of 3 for claims. The claim that "[t]he U.S. foreign policy decisions were effective in the late eighteenth and early nineteenth centuries because it allowed the U.S. to gain land and contact with foreign places" is reasonable and is supported with relevant evidence from the sources. The response contains several quotes and quite a bit of summary, but lacks closer analysis and thorough development. The minimally sufficient use of evidence and the sustained argument help the response earn a score of 3 for claims. The content of the response relies heavily on the sources and offers limited outside information. To earn a score of 3 for content, the response would need to incorporate more details from outside knowledge.

Response 5

The United States foreign policy decisions on the foreign and domestic affairs were not effective because the U.S. was making more enemies than allies and they were isolated. They were isolated and had enemies like Mexico and Britain at the same time. The U.S. had entered two different wars because of the foreign policy decisions they had made. Things like the Monroe Doctrine were ineffective because of this.

The effectiveness of foreign policy decisions was bad because the United States were making more enemies than allies. In 1796, in George Washington's farewell address, he warned against permanent alliances with other nations, but to remain in peaceful and friendly relations with them. In Source 2, it says, "Just amicable feelings should be cultivated... [A] passionate attachment of one nation for another produces a variety of evils." Despite this, the United States caused some problems with other nations. Source 1 shows a timeline of the United States foreign policy events, which includes two wars. The War of 1812, another war with Britain, and the Mexican American War, a fight for land from Mexico. The United States were trying to get land for themselves and were not trying to make allies (at this time), but the wars left them in bad relations.

The U.S. foreign policy decisions were ineffective because the Monroe Doctrine put the U.S. into isolation. Source 3 states "The American continents are not to be considered as subjects for future colonization by any European powers". The Monroe Doctrine stated that it did not want to enter European affairs. Source 3 states "...to cultivate friendly relations with it, and to preserve those relations." The United States did not want to get into another war with Britain, for they would lose.

Content: 2

Claims: 2

The response earns a score of 2 for content and a score of 2 for claims. It makes claims about the ineffectiveness of U.S. foreign policy decisions on foreign and domestic affairs, incorporating adequate evidence from the sources but little outside knowledge beyond the sources. The student effectively uses evidence from Source 2 to build the first part of the claim, that "the United States was making more enemies than allies," but does not sustain a cohesive argument. The second part of the claim, that "[t]he U.S. foreign policy decisions were ineffective because the Monroe Doctrine put the U.S. into isolation," lacks clear reasoning and development. With limited and uneven development and so little information from outside knowledge, the response cannot earn a score above a 2 for either dimension.

Response 6

The effectiveness of the foreign policies were good for the United States. The policies allowed farther westward expansion and it told the European countries to not interfere with whats going on in the western hemisphere. The text states "We should consider any attempt [by European powers] to extend their system to any portion of this hemisphere as dangerous to our peace and safety....Our policy in regard to Europe is not to interfere in the internal concerns of any of its powers... to cultivate friendly relations with it, and to preserve those relations" (Excerpt from The Monroe Doctrine Paragraph 3). So America wants peace with Europe but it also doesn't want Europe interfering with anything in the western hemishere. America was lucky Europe didn't test that statement they made by declaring war on them.

Content: 1

Claims: 2

The response earns a score of 1 for content and a score of 2 for claims. It claims that "[t]he policies allowed farther westward expansion and it told the European countries to not interfere with whats going on in the western hemisphere." The response includes evidence from Source 3 to support the second part of the claim, but offers limited analysis and development. The response incorporates little information from outside knowledge and minimally answers the prompt.

Response 7

The U.S. was making good and bad decisions in the late eighteenth and early nineteenth centuries. One good one was the Louisiana purchase which doubled the size of the U.S. They made many good decisions like the neutrality proclamation. The U.S. sign a treaty that sets permanent borders for Oregon country. Another treaty was the treaty of Ghent which ended the war of 1812. The U.S. signs a treaty to purchase Florida from Spain. To add on to the Louisiana purchase we also got some elbow room which meant that we needed to expand for we were crowded in the tiny U.S. before the Louisiana purchase. In conclusion the U.S. made good decisions in the late 1800s and the early 1900s.

Content: 1

Claims: 1

The response earns a score of 1 for content and a score of 1 for claims. It addresses the prompt with a flawed claim that “[t]he U.S. was making good and bad decisions in the late eighteenth and early nineteenth centuries.” The response primarily lists details from Source 1 without making any connections or demonstrating a deeper understanding. While the response offers little outside information, it does show minimal understanding of the effectiveness of U.S. foreign policy decisions on foreign and domestic affairs of the United States.

Response 8

The effectiveness of U.S. foreign and domestic affairs of the United States during the late eighteenth and early nineteenth centuries was good. The U.S. have gotten more land. The U.S. and Great Britain signed the Treaty of Paris. Also U.S. purchases the Louisiana Territory from France which is making their territory bigger. All this happens in the late nineteenth century.

Content: 1

Claims: 1

The response earns a score of 1 for content and a score of 1 for claims. It uses information from Source 1 to develop the substantially flawed claim that “[t]he effectiveness of U.S. foreign and domestic affairs of the United States during the late eighteenth and early nineteenth centuries was good.” Although the response offers extremely limited outside content knowledge—some of which is flawed or misunderstood—it does offer at least one accurate understanding related to the prompt, by stating that the “U.S. purchases Louisiana Territory from France which is making their territory bigger.”

Response 9

Passionate attachments to the nation produces a variety of evils. The favorite nation had resulted in participation in wars with any justification. It gives the citizens a reason to betray the country they live in. According to Source 2, a free person should be able to be constantly awake, because the experiences and the history proves that the foreign influence is one of the most hurtful enemies of the government.

Content: 0

Claims: 0

The response earns a score of 0 for content and a score of 0 for claims. It does not introduce a claim or contain at least one valid statement, in the student's own words, that addresses the prompt. The response primarily consists of text copied from Source 2, with no attempt at analysis. Overall, the response fails to show a minimal understanding of the topic.

Scoring for Session 3 Item 43

Using the sources and your knowledge of social studies, explain **one** similarity and **one** difference between the goals of the abolitionist movement and the goals of the women’s rights movement.

Scoring Information	
Score Points	Description
2	Student’s response correctly explains one similarity between the goals of the abolitionist movement and the goals of the women’s rights movement and correctly explains one difference between the abolitionist movement and the goals of the women’s rights movement.
1	Student’s response correctly explains one similarity between the goals of the abolitionist movement and the goals of the women’s rights movement, but does not correctly explain one difference between the goals of the abolitionist movement and the goals of the women’s rights movement. OR Student’s response correctly explains one difference between the goals of the abolitionist movement and the goals of the women’s rights movement, but does not correctly explain one similarity between the goals of the abolitionist movement and the goals of the women’s rights movement.
0	Student’s response does not correctly explain a similarity or a difference between the goals of the abolitionist movement and the goals of the women’s rights movement. OR Student’s response is blank, irrelevant, or too brief to evaluate.

Scoring Notes

Similarities between the goals of the abolitionist movement and the goals of the women's rights movement:

- Both movements fought for basic human rights as described in the Declaration of Independence—life, liberty, and the pursuit of happiness.
- Both movements wanted a specific group to gain the full rights of citizenship, including:
 - the right to vote;
 - the right to own property; and
 - the right to equal treatment under the law, including in the workplace.
- Both movements wanted Americans to change their ways of thinking.

Accept other reasonable responses.

Differences between the goals of the abolitionist movement and the goals of the women's rights movement:

- Some goals of the movements were different.
 - Abolitionists wanted emancipation of all slaves and the end of racial discrimination and segregation.
 - The women's rights movement wanted women to gain all the rights of citizenship and to end gender discrimination.
- The movements had goals that focused on different groups of people.
 - The abolitionist movement fought for the right of freedom for enslaved people.
 - The women's rights movement fought for civil rights for women, such as the right to vote and the right to own property.
- The goals of the movements were based on the rights that each group aimed to achieve.
 - The abolitionist movement fought for freedom and citizenship for enslaved people.
 - Most women already had citizenship, but wanted the full rights that came with it.
- The depths of the goals of each movement differed.
 - The abolitionist movement was focused more on freedom and citizenship for enslaved people. The fight for full citizenship rights for African Americans was not resolved until long after the Civil War.
 - The women's rights movement fought for rights that went beyond those of the abolitionist movement: it fought for the right of women to serve in government, and the legal and civil rights of married women—for example, the right to own and control their own property.

Accept other reasonable responses.

Student Responses for Session 3 Item 43

Prompt

Using the sources and your knowledge of social studies, explain **one** similarity and **one** difference between the goals of the abolitionist movement and the goals of the women’s rights movement.

Response 1

One similarity was that both the abolitionist and the women's rights movement were trying to get the rights that they deserved. The abolitionist were fighting to gain equality for African Americans and women were fighting for equality such as the right to vote. One difference between the goals of the abolitionist and the women's right movement was that women were already free and could openly voice their opinion. The abolitionists was trying to let black people free and not have to be slaves. They wanted them to be free in America so they could have the same options that they had. The women's suffrage group was trying to give women the right to vote in the elections. They felt that the Constitution gave them the right to vote. That is how the goals of the two groups were similar and different.

Score: 2

The response earns a score of 2. It accurately explains one similarity and one difference between the goals of the abolitionist movement and the goals of the women’s rights movement. It provides a goal shared by the movements—“both . . . were trying to get the rights that they deserved”—followed by a clear explanation. It then continues with a discussion of how the goals of each movement differed: “The abolitionists was trying to let black people free and not have to be slaves. . . . The women’s suffrage group was trying to give women the right to vote in the elections.”

Response 2

The goals of both the abolitionist movement and the goals of the women's rights movement were similar because they both wanted certain groups to have their rights just like the white men citizens have. They wanted to be able to participate in their government's affairs and voice their own opinions with their free will. One difference between the goals of the women's rights movement and the abolitionist movement was that they were trying to earn women the right to vote and the abolitionists were trying to abolish the slavery of African-Americans. Unlike the women's rights movement, the abolitionist movement wanted to give freedom to the slaves and help them to be able to be their own citizens and not be owned by another person. They just wanted to be free and have their unalienable rights like everyone else.

Score: 2

The response earns a score of 2. It provides a similarity between the goals of the abolitionist movement and the goals of the women's rights movement—"they both wanted certain groups to have their rights"—along with a complete explanation. The response then accurately explains the differing goals of the movements: "they were trying to earn women the right to vote and the abolitionists were trying to abolish the slavery of African-Americans."

Response 3

One similarity between the goals of the womens rights movement and the goals of the abolitionist movement is that they were both trying to earn the rights of people. One difference between the goals of the womens rights movement and the abolitionist movement was that they were trying to earn women the right to vote and the abolitionists were trying to abolish the slavery of African-Americans.

Score: 1

The response earns a score of 1. It fully and accurately explains one difference between the goals of the abolitionist movement and the goals of the women’s rights movement: “they were trying to earn women the right to vote and the abolitionists were trying to abolish the slavery of African-Americans.” Although the response correctly identifies one similarity between the goals of the abolitionist movement and the goals of the women’s rights movement—“they were both trying to earn the rights of people”—it does not provide an explanation.

Response 4

The abolitionist movement and the women's rights movement were alike but also different. They were alike because both movements wanted equality. The two movements were different because the abolitionist movement wanted to end something while the women's rights movement wanted to give something. The women's rights movement wanted to give women equal rights as men and the abolitionist movement wanted to terminate slavery.

Score: 1

The response earns a score of 1. It completely and correctly explains one difference between the goals of the abolitionist movement and the goals of the women’s rights movement: “[T]he abolitionist movement wanted to end something while the women’s rights movement wanted to give something. The women’s rights movement wanted to give women equal rights as men and the abolitionist movement wanted to terminate slavery.” While the response accurately identifies one similarity between the goals of the abolitionist movement and the goals of the women’s rights movement—“both movements wanted equality”—it does not include an explanation of the similarity.

Response 5

The abolitionist movement was ment for women and court rights. The women's rights movement was ment for women's rights to vote and etc.

Score: 0

The response earns a score of 0. It correctly identifies one goal of the women's rights movement ("rights to vote") but demonstrates a misunderstanding of the goals of the abolitionist movement.

Session 3 Item 49

Drag and drop **four** statements into the concept map to show the correct causes and correct effects of the Mexican-American War. There are **two** correct causes and **two** correct effects.


?

Causes

--	--

↓ ↓

The Mexican-American War

↓ ↓

Effects

--	--

Mexican troops fire on U.S. troops in Texas.

The U.S. government compromises over the expansion of slavery.

Mexican troops attack U.S. settlements in California.

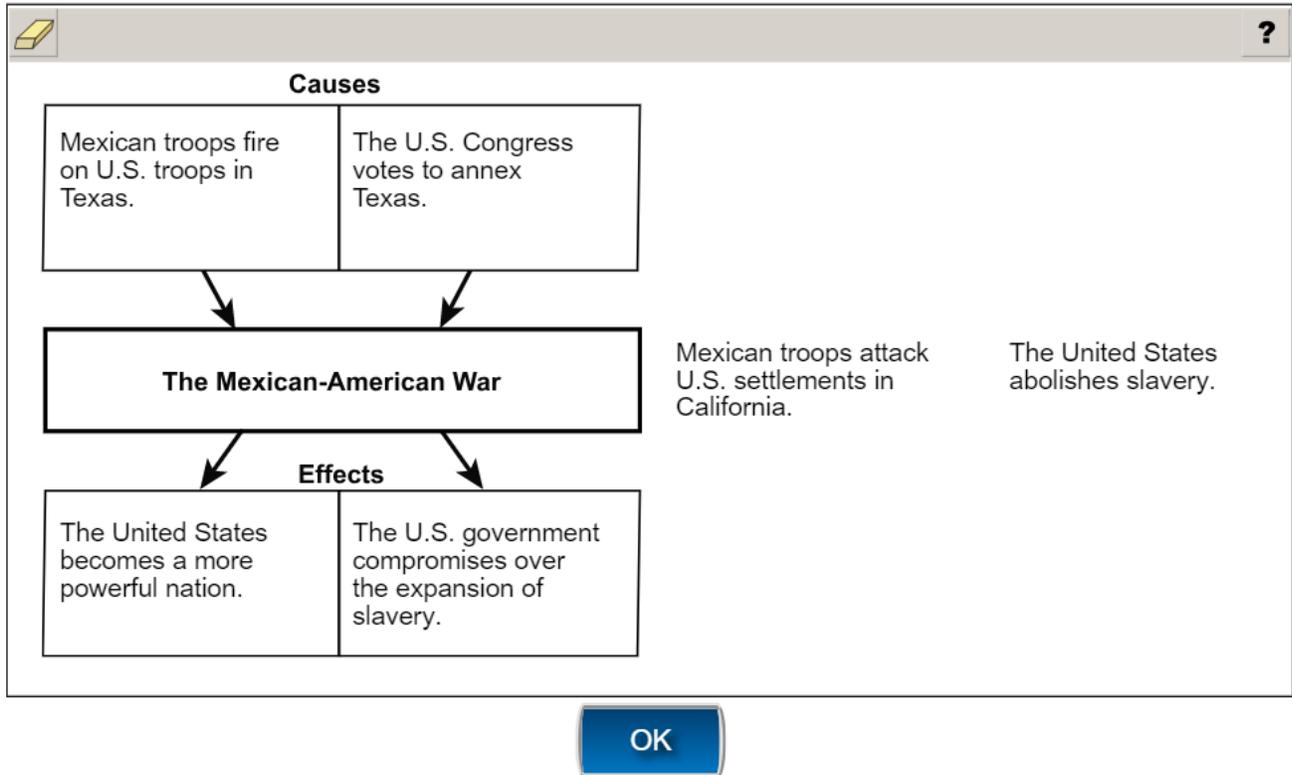
The U.S. Congress votes to annex Texas.

The United States becomes a more powerful nation.

The United States abolishes slavery.

OK

Scoring for Session 3 Item 49



Two points = four statements in the correct sections
 One point = three or two statements in the correct sections
 Zero points = one or zero statements in the correct section