

Ohio's State Tests

**PRACTICE TEST ANSWER KEY &
SCORING GUIDELINES**

**AMERICAN
GOVERNMENT**

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**American Government
Practice Test
Content Summary and Answer Key**

Question No.	Item Type	Course	Content Statement	Answer Key	Points
1	Graphic Response	American Government	Law and public policy are created and implemented by three branches of government; each functions with its own set of powers and responsibilities. (14)	---	2 points
2	Short Response	American Government	Issues can be analyzed through the critical use of information from public records, surveys, research data and policy positions of advocacy groups. (3)	---	2 points
3	Matching	American Government	Amendments 16 through 19 responded to calls for reform during the Progressive Era. (10)	---	2 points
4	Extended Response	American Government	Historically, the United States has struggled with majority rule and the extension of minority rights. As a result of this struggle, the government has increasingly extended civil rights to marginalized groups and broadened opportunities for participation. (17)	---	4 points
5	Multiple Choice	American Government	Five amendments have altered provisions for presidential election, terms and succession to address changing historical circumstances. (12)	B	1 point
6	Multiple Choice	American Government	Constitutional government in the United States has changed over time as a result of amendments to the U.S. Constitution, Supreme Court decisions, legislation and informal practices. (7)	D	1 point
7	Multiple Choice	American Government	The Ohio Constitution was drafted in 1851 to address difficulties in governing the state of Ohio. (18)	B	1 point

**American Government
Practice Test
Content Summary and Answer Key**

Question No.	Item Type	Course	Content Statement	Answer Key	Points
8	Multiple Choice	American Government	Five amendments have altered provisions for presidential election, terms and succession to address changing historical circumstances. (12)	C	1 point
9	Multiple Choice	American Government	Issues can be analyzed through the critical use of information from public records, surveys, research data and policy positions of advocacy groups. (3)	D	1 point
10	Graphic Response	American Government	The Federal Reserve System uses monetary tools to regulate the nation's money supply and moderate the effects of expansion and contraction in the economy. (24)	---	2 points
11	Multiple Choice	American Government	Individuals in Ohio have a responsibility to assist state and local governments as they address relevant and often controversial problems that directly affect their communities. (20)	B	1 point
12	Multiple Choice	American Government	The federal government uses spending and tax policy to maintain economic stability and foster economic growth. Regulatory actions carry economic costs and benefits. (23)	C	1 point
13	Graphic Response	American Government	Individuals and organizations play a role within federal, state and local governments in helping to determine public (domestic and foreign) policy. (22)	---	2 points
14	Evidence - Based Selected Response	American Government	The Reconstruction Era prompted Amendments 13 through 15 to address the aftermath of slavery and the Civil War. (9)	B; A, C, E	2 points

**American Government
Practice Test
Content Summary and Answer Key**

Question No.	Item Type	Course	Content Statement	Answer Key	Points
15	Graphic Response	American Government	Four amendments have provided for extensions of suffrage to disenfranchised groups. (11)	---	2 points
16	Graphic Response	American Government	The Federalist Papers and the Anti-Federalist Papers framed the national debate over the basic principles of government encompassed by the Constitution of the United States. (6)	---	1 point
17	Multiple Choice	American Government	Individuals in Ohio have a responsibility to assist state and local governments as they address relevant and often controversial problems that directly affect their communities. (20)	C	1 point
18	Multi-Select	American Government	The Ohio Constitution was drafted in 1851 to address difficulties in governing the state of Ohio. (18)	A, B, E	1 point
19	Multiple Choice	American Government	As a framework for the state, the Ohio Constitution complements the federal structure of government in the United States. (19)	D	1 point
20	Multiple Choice	Principles and Structure	As the supreme law of the land, the U.S. Constitution incorporates basic principles that help define the government of the United States as a federal republic, including its structure, powers and relationship with the governed. (5)	C	1 point
21	Graphic Response	Historic Documents	Amendments 11, 21 and 27 have addressed unique historical circumstances. (13)	---	2 points

**American Government
Practice Test
Content Summary and Answer Key**

Question No.	Item Type	Course	Content Statement	Answer Key	Points
22	Gap Match	American Government	As the supreme law of the land, the U.S. Constitution incorporates basic principles that help define the government of the United States as a federal republic including its structure, powers and relationship with the governed. (5)	---	1 point
23	Inline Task Choice	American Government	The federal government uses spending and tax policy to maintain economic stability and foster economic growth. Regulatory actions carry economic costs and benefits. (23)	---	1 point

**American Government
Practice Test**

Question 1

Question and Scoring Guidelines

Question 1

Identify the responsibilities of each branch of government.

Place a branch in the blank box next to each action or responsibility.

- You may use each branch more than once.

Executive Branch	<input type="text"/>	Proposes the federal budget
Judicial Branch	<input type="text"/>	Sentences those who break the law
Legislative Branch	<input type="text"/>	Institutes impeachment proceedings
	<input type="text"/>	Interprets the laws
	<input type="text"/>	Approves treaties with foreign nations
	<input type="text"/>	Recognizes foreign nations

Points Possible: 2

Course: American Government

Content Statement: Law and public policy are created and implemented by three branches of government; each functions with its own set of powers and responsibilities. (14)

Scoring Guidelines

For this item, a full-credit response includes

- “Executive Branch” in the box next to “Proposes the federal budget”
AND
- “Judicial Branch” in the box next to “Sentences those who break the law”
AND
- “Legislative Branch” in the box next to “Institutes impeachment proceedings”
AND
- “Judicial Branch” in the box next to “Interprets the laws”
AND
- “Legislative Branch” in the box next to “Approves treaties with foreign nations”
AND
- “Executive Branch” in the box next to “Recognizes foreign nations” (2 points).

For this item, a partial-credit response includes

- Placing three, four or five labels correctly (1 point).

American Government Practice Test

Question 1

Sample Responses

Sample Response: 2 points

Identify the responsibilities of each branch of government.

Place a branch in the blank box next to each action or responsibility.

- You may use each branch more than once.

Executive Branch	Proposes the federal budget
Judicial Branch	Sentences those who break the law
Legislative Branch	Institutes impeachment proceedings
Judicial Branch	Interprets the laws
Legislative Branch	Approves treaties with foreign nations
Executive Branch	Recognizes foreign nations

Notes on Scoring

This response earns full credit (2 points). This response has correctly placed the branches of government in the correct boxes next to the action or responsibility.

Sample Response: 1 point

Identify the responsibilities of each branch of government.

Place a branch in the blank box next to each action or responsibility.

- You may use each branch more than once.

Executive Branch	Legislative Branch	Proposes the federal budget
Judicial Branch	Executive Branch	Sentences those who break the law
Legislative Branch	Legislative Branch	Institutes impeachment proceedings
	Judicial Branch	Interprets the laws
	Legislative Branch	Approves treaties with foreign nations
	Executive Branch	Recognizes foreign nations

Notes on Scoring

This response earns partial credit (1 point). A partial-credit response includes placing three, four or five labels correctly. This response has correctly placed four of the branches of government in the correct boxes next to the action or responsibility.

Sample Response: 1 point

Identify the responsibilities of each branch of government.

Place a branch in the blank box next to each action or responsibility.

- You may use each branch more than once.

Executive Branch	Proposes the federal budget
Judicial Branch	Sentences those who break the law
Legislative Branch	Institutes impeachment proceedings
	Interprets the laws
	Approves treaties with foreign nations
	Recognizes foreign nations

Notes on Scoring

This response earns partial credit (1 point). This response has correctly placed three of the branches of government in the correct boxes next to the action or responsibility.

Sample Response: 0 points

Identify the responsibilities of each branch of government.

Place a branch in the blank box next to each action or responsibility.

- You may use each branch more than once.

Executive Branch	Proposes the federal budget
Judicial Branch	Sentences those who break the law
Legislative Branch	Institutes impeachment proceedings
Executive Branch	Interprets the laws
Legislative Branch	Approves treaties with foreign nations
Executive Branch	Recognizes foreign nations

Notes on Scoring

This response earns no credit (0 points). This response has placed only two labels correctly.

Sample Response: 0 points

Identify the responsibilities of each branch of government.

Place a branch in the blank box next to each action or responsibility.

- You may use each branch more than once.

Executive Branch	Proposes the federal budget
Judicial Branch	Sentences those who break the law
Judicial Branch	Institutes impeachment proceedings
Executive Branch	Interprets the laws
Executive Branch	Approves treaties with foreign nations
Legislative Branch	Recognizes foreign nations

Notes on Scoring

This response earns no credit (0 points). This response has placed only two labels correctly.

**American Government
Practice Test**

Question 2

Question and Scoring Guidelines

Question 2

A state is considering an amendment to its constitution requiring that judges be appointed rather than elected. A supporter of the amendment makes the following statement:

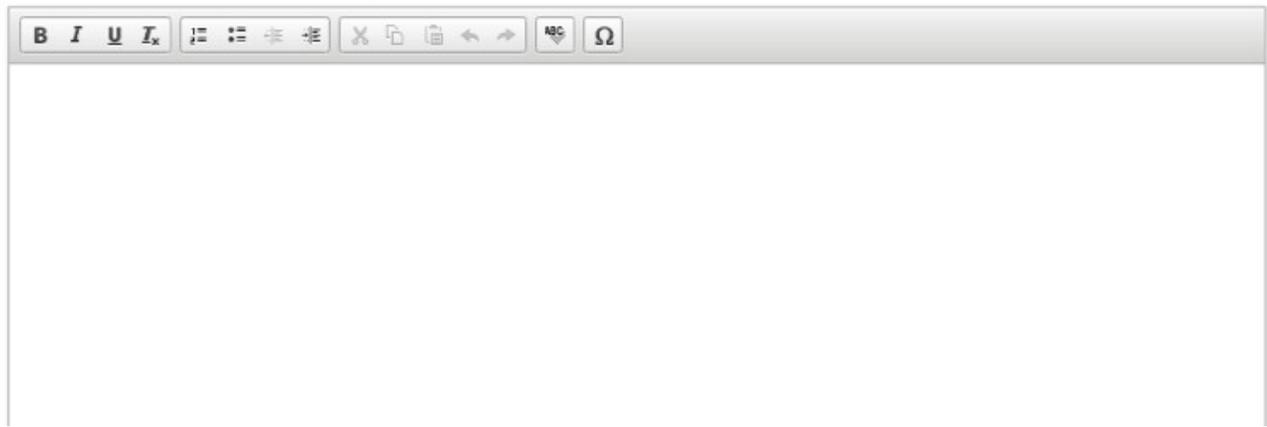
Electing judges allows choices to be made on the basis of political influence, not merit. I believe that it is time to consider changing this practice to a system whereby judges are appointed by the governor and confirmed by the legislature.

Our State Bar (lawyers) Association supports this change because during election years, campaigning and fundraising for the election of judges delays the hearing of cases. This creates a backlog in the year following the election. Furthermore, a survey of voter habits by the State Election Commission reports that 60% of voters fail to vote for judges at all. Voters say they lack relevant criteria for making selections. The Commission has stated its support for the amendment in order to better assure that judges have been chosen on their merits rather than their appeal to special interests.

Explain why the use of the particular sources presented by the supporter of the amendment makes the supporter's position credible. Be sure to refer to:

- the qualifications of the sources;
- the consistency (agreement) between the sources.

Type your answer in the space provided.



Points Possible: 2

Course: American Government

Content Statement: Issues can be analyzed through the critical use of information from public records, surveys, research data and policy positions of advocacy groups. (3)

Scoring Guidelines

<u>Score Point</u>	<u>Description</u>
2 points	The response offers a complete (qualifications and consistency are addressed) and appropriate (sources are identified as qualified; sources are consistent) explanation of how the use of the sources presented makes the supporter's position credible.
1 point	The response offers an incomplete (only qualifications OR consistency is addressed) or partially inappropriate (the qualification of sources is questioned OR the sources are said to be inconsistent) explanation as to how the use of the sources presented makes the supporter's position credible.
0 points	The response does not meet any of the above criteria. The response may not address either criterion. The response may make incorrect assertions about both criteria. The response may discuss the issue involved (appointing rather than electing judges) without addressing the task. The response may focus on issues not related to credibility.

American Government Practice Test

Question 2

Sample Responses

Sample Response: 2 points

A state is considering an amendment to its constitution requiring that judges be appointed rather than elected. A supporter of the amendment makes the following statement:

Electing judges allows choices to be made on the basis of political influence, not merit. I believe that it is time to consider changing this practice to a system whereby judges are appointed by the governor and confirmed by the legislature.

Our State Bar (lawyers) Association supports this change because during election years, campaigning and fundraising for the election of judges delays the hearing of cases. This creates a backlog in the year following the election. Furthermore, a survey of voter habits by the State Election Commission reports that 60% of voters fail to vote for judges at all. Voters say they lack relevant criteria for making selections. The Commission has stated its support for the amendment in order to better assure that judges have been chosen on their merits rather than their appeal to special interests.

Explain why the use of the particular sources presented by the supporter of the amendment makes the supporter's position credible. Be sure to refer to:

- the qualifications of the sources;
- the consistency (agreement) between the sources.

Type your answer in the space provided.

? **B** *I* U ~~I_x~~ ☰ ☷ ☹ ☺ ✂ 📄 📁 ↶ ↷ ABC Ω

The supporters statement has good credible info about his sources. It is explained and he has more than one source of information and they both agree that there is a problem.

Both sources qualifications are good because they have firsthand experience with the problems in voting for judges. They have really thought about the problems and have come up with an answer.

Notes on Scoring

This response earns full credit (2 points). The response offers a complete explanation of the qualifications of the sources ("have firsthand experience with the problems in voting for judges. They have really thought about the problems"). The response offers an appropriate explanation of the consistency between the sources ("they both agree that there is a problem") to make the supporter's position credible.

Sample Response: 1 point

A state is considering an amendment to its constitution requiring that judges be appointed rather than elected. A supporter of the amendment makes the following statement:

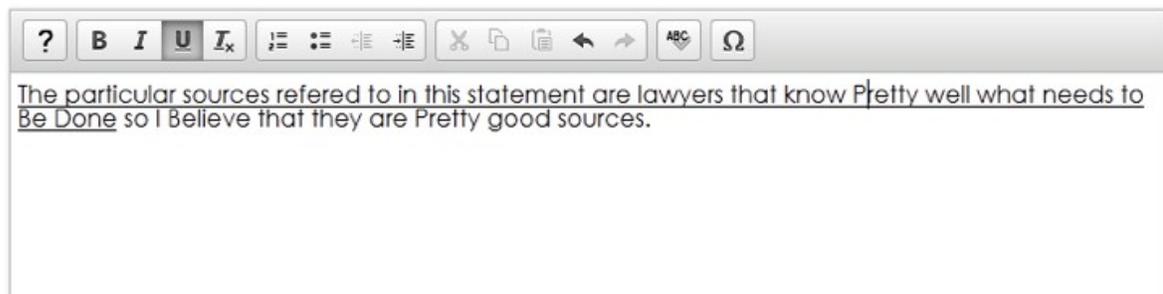
Electing judges allows choices to be made on the basis of political influence, not merit. I believe that it is time to consider changing this practice to a system whereby judges are appointed by the governor and confirmed by the legislature.

Our State Bar (lawyers) Association supports this change because during election years, campaigning and fundraising for the election of judges delays the hearing of cases. This creates a backlog in the year following the election. Furthermore, a survey of voter habits by the State Election Commission reports that 60% of voters fail to vote for judges at all. Voters say they lack relevant criteria for making selections. The Commission has stated its support for the amendment in order to better assure that judges have been chosen on their merits rather than their appeal to special interests.

Explain why the use of the particular sources presented by the supporter of the amendment makes the supporter's position credible. Be sure to refer to:

- the qualifications of the sources;
- the consistency (agreement) between the sources.

Type your answer in the space provided.



The particular sources referred to in this statement are lawyers that know Pjetty well what needs to Be Done so I Believe that they are Pretty good sources.

Notes on Scoring

This response earns partial credit (1 point). The response refers to lawyers as knowing what needs to be done (getting to qualifications).

The response does not address consistency between the sources.

Sample Response: 1 point

A state is considering an amendment to its constitution requiring that judges be appointed rather than elected. A supporter of the amendment makes the following statement:

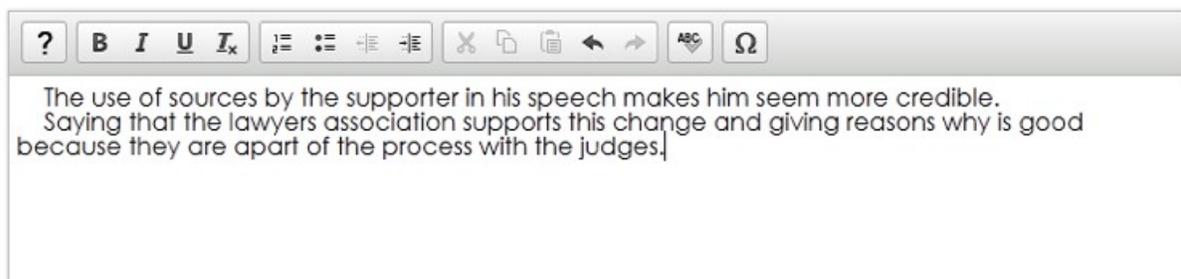
Electing judges allows choices to be made on the basis of political influence, not merit. I believe that it is time to consider changing this practice to a system whereby judges are appointed by the governor and confirmed by the legislature.

Our State Bar (lawyers) Association supports this change because during election years, campaigning and fundraising for the election of judges delays the hearing of cases. This creates a backlog in the year following the election. Furthermore, a survey of voter habits by the State Election Commission reports that 60% of voters fail to vote for judges at all. Voters say they lack relevant criteria for making selections. The Commission has stated its support for the amendment in order to better assure that judges have been chosen on their merits rather than their appeal to special interests.

Explain why the use of the particular sources presented by the supporter of the amendment makes the supporter's position credible. Be sure to refer to:

- the qualifications of the sources;
- the consistency (agreement) between the sources.

Type your answer in the space provided.



The use of sources by the supporter in his speech makes him seem more credible. Saying that the lawyers association supports this change and giving reasons why is good because they are apart of the process with the judges.

Notes on Scoring

This response earns partial credit (1 point). The response addresses the qualifications of the Lawyers Association ("because they are a part of the process with the judges") but it does not attempt consistency between the sources.

Sample Response: 0 points

A state is considering an amendment to its constitution requiring that judges be appointed rather than elected. A supporter of the amendment makes the following statement:

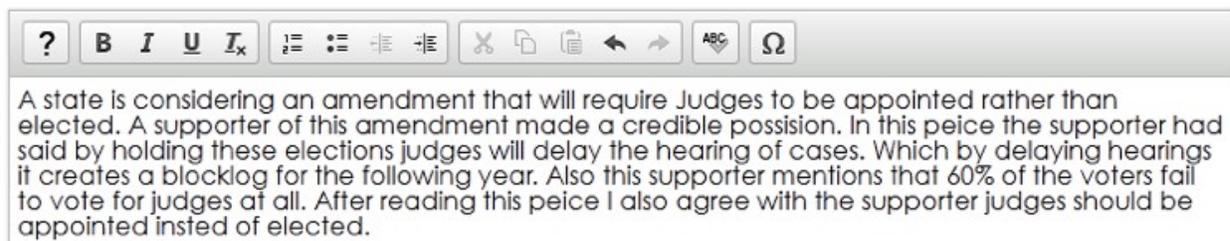
Electing judges allows choices to be made on the basis of political influence, not merit. I believe that it is time to consider changing this practice to a system whereby judges are appointed by the governor and confirmed by the legislature.

Our State Bar (lawyers) Association supports this change because during election years, campaigning and fundraising for the election of judges delays the hearing of cases. This creates a backlog in the year following the election. Furthermore, a survey of voter habits by the State Election Commission reports that 60% of voters fail to vote for judges at all. Voters say they lack relevant criteria for making selections. The Commission has stated its support for the amendment in order to better assure that judges have been chosen on their merits rather than their appeal to special interests.

Explain why the use of the particular sources presented by the supporter of the amendment makes the supporter's position credible. Be sure to refer to:

- the qualifications of the sources;
- the consistency (agreement) between the sources.

Type your answer in the space provided.



The screenshot shows a text editor with a toolbar at the top containing icons for help, bold, italic, underline, strikethrough, bulleted list, numbered list, indent, outdent, undo, redo, and insert link. Below the toolbar, the student's response is typed into a text area:

A state is considering an amendment that will require Judges to be appointed rather than elected. A supporter of this amendment made a credible possision. In this peice the supporter had said by holding these elections judges will delay the hearing of cases. Which by delaying hearings it creates a blocklog for the following year. Also this supporter mentions that 60% of the voters fail to vote for judges at all. After reading this peice I also agree with the supporter judges should be appointed insted of elected.

Notes on Scoring

This response earns no credit (0 points). The majority of the response is a re-statement of the information provided in the prompt followed by personal opinion.

Sample Response: 0 points

A state is considering an amendment to its constitution requiring that judges be appointed rather than elected. A supporter of the amendment makes the following statement:

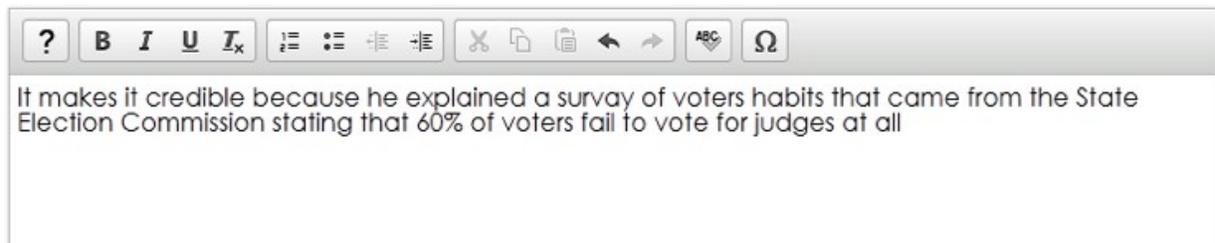
Electing judges allows choices to be made on the basis of political influence, not merit. I believe that it is time to consider changing this practice to a system whereby judges are appointed by the governor and confirmed by the legislature.

Our State Bar (lawyers) Association supports this change because during election years, campaigning and fundraising for the election of judges delays the hearing of cases. This creates a backlog in the year following the election. Furthermore, a survey of voter habits by the State Election Commission reports that 60% of voters fail to vote for judges at all. Voters say they lack relevant criteria for making selections. The Commission has stated its support for the amendment in order to better assure that judges have been chosen on their merits rather than their appeal to special interests.

Explain why the use of the particular sources presented by the supporter of the amendment makes the supporter's position credible. Be sure to refer to:

- the qualifications of the sources;
- the consistency (agreement) between the sources.

Type your answer in the space provided.



It makes it credible because he explained a survey of voters habits that came from the State Election Commission stating that 60% of voters fail to vote for judges at all

Notes on Scoring

This response earns no credit (0 points). The response only summarizes the content of the prompt without attempting the task.

**American Government
Practice Test**

Question 3

Question and Scoring Guidelines

Question 3

The 17th Amendment established the direct election of U.S. senators.

Select the boxes to identify whether each group supported or opposed the ratification of the 17th Amendment.

	Supported	Opposed
Wealthy business leaders	<input type="checkbox"/>	<input type="checkbox"/>
State political party bosses	<input type="checkbox"/>	<input type="checkbox"/>
Members of the Populist Party	<input type="checkbox"/>	<input type="checkbox"/>
Critics of powerful state legislatures	<input type="checkbox"/>	<input type="checkbox"/>

Points Possible: 2

Course: American Government

Content Statement: Amendments 16 through 19 responded to calls for reform during the Progressive Era. (10)

Scoring Guidelines

For this item, a full-credit response includes

- “Opposed” selected for “Wealthy business leaders”
AND
- “Opposed” selected for “State political party bosses”
AND
- “Supported” selected for “Members of the Populist Party”
AND
- “Supported” selected for “Critics of powerful state legislatures” (2 points).

For this item, a partial-credit response includes

- At least two correct selections (1 point).

American Government Practice Test

Question 3

Sample Responses

Sample Response: 2 points

The 17th Amendment established the direct election of U.S. senators.

Select the boxes to identify whether each group supported or opposed the ratification of the 17th Amendment.

	Supported	Opposed
Wealthy business leaders	<input type="checkbox"/>	<input checked="" type="checkbox"/>
State political party bosses	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Members of the Populist Party	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Critics of powerful state legislatures	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Notes on Scoring

This response earns full credit (2 points). This response has correctly selected four boxes.

Sample Response: 1 point

The 17th Amendment established the direct election of U.S. senators.

Select the boxes to identify whether each group supported or opposed the ratification of the 17th Amendment.

	Supported	Opposed
Wealthy business leaders	<input type="checkbox"/>	<input checked="" type="checkbox"/>
State political party bosses	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Members of the Populist Party	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Critics of powerful state legislatures	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Notes on Scoring

This response earns partial credit (1 point). The response includes at least two correct selections. This response has correctly selected three boxes.

Sample Response: 1 point

The 17th Amendment established the direct election of U.S. senators.

Select the boxes to identify whether each group supported or opposed the ratification of the 17th Amendment.

	Supported	Opposed
Wealthy business leaders	<input checked="" type="checkbox"/>	<input type="checkbox"/>
State political party bosses	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Members of the Populist Party	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Critics of powerful state legislatures	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Notes on Scoring

This response earns partial credit (1 point). The response includes at least two correct selections. This response has correctly selected three boxes.

Sample Response: 0 points

The 17th Amendment established the direct election of U.S. senators.

Select the boxes to identify whether each group supported or opposed the ratification of the 17th Amendment.

	Supported	Opposed
Wealthy business leaders	<input type="checkbox"/>	<input checked="" type="checkbox"/>
State political party bosses	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Members of the Populist Party	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Critics of powerful state legislatures	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Notes on Scoring

This response earns no credit (0 points). This response has correctly selected one box.

Sample Response: 0 points

The 17th Amendment established the direct election of U.S. senators.

Select the boxes to identify whether each group supported or opposed the ratification of the 17th Amendment.

	Supported	Opposed
Wealthy business leaders	<input checked="" type="checkbox"/>	<input type="checkbox"/>
State political party bosses	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Members of the Populist Party	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Critics of powerful state legislatures	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Notes on Scoring

This response earns no credit (0 points). This response has selected no boxes correctly.

**American Government
Practice Test**

Question 4

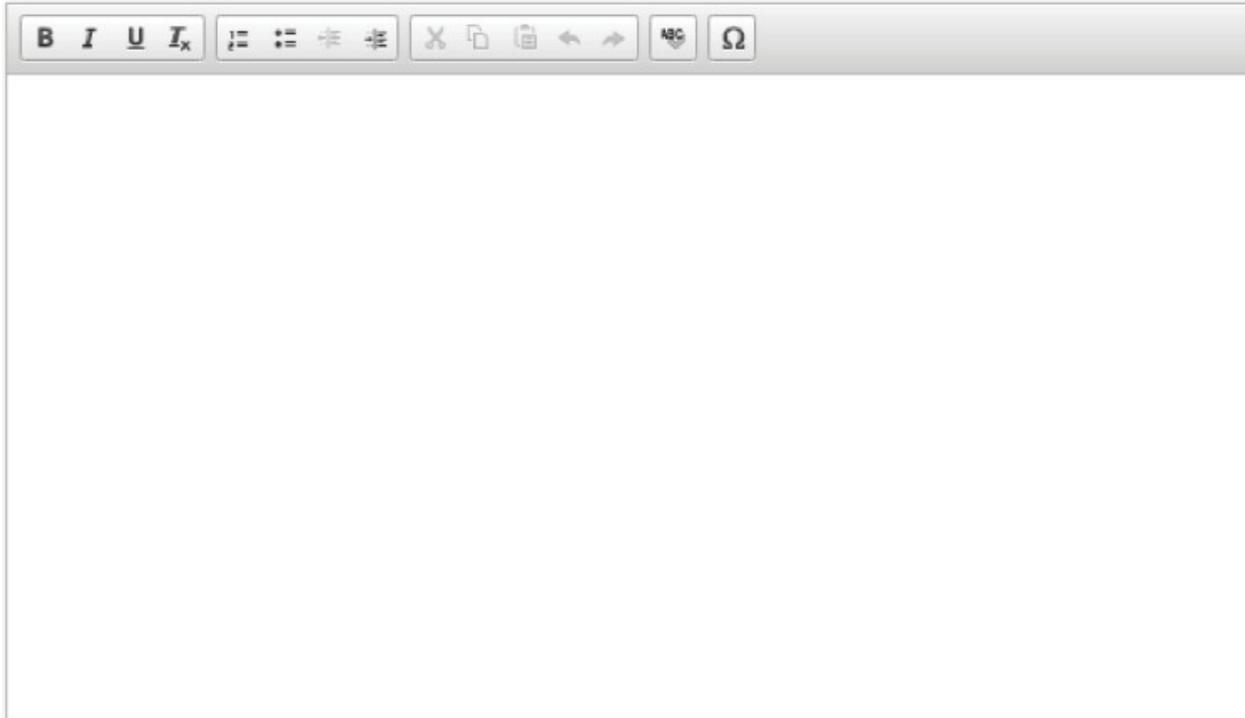
Question and Scoring Guidelines

Question 4

Explain how the passage of the 19th Amendment changed the U.S. Constitution to allow greater participation in government. Be sure to note a restriction on voting that the 19th Amendment addressed.

Then, explain how the passage of the 26th Amendment continued the change toward greater participation in government. Be sure to note a restriction on voting that the 26th Amendment addressed.

Type your answer in the space provided.



The image shows a rich text editor interface. At the top, there is a toolbar with various icons for text formatting and editing. The icons include: Bold (B), Italic (I), Underline (U), Strikethrough (I_x), Bulleted List (list with dots), Numbered List (list with numbers), Indent (left and right arrows), Undo (curved arrow), Redo (curved arrow), Undo/Redo (circular arrow), and Insert Link (Ω). Below the toolbar is a large, empty white rectangular area intended for the user to type their answer.

Points Possible: 4

Course: American Government

Content Statement: Historically, the United States has struggled with majority rule and the extension of minority rights. As a result of this struggle, the government has increasingly extended civil rights to marginalized groups and broadened opportunities for participation. (17)

Scoring Guidelines

<u>Score Point</u>	<u>Description</u>
4 points	The response addresses the 19th and 26th Amendments by indicating the change each made to the Constitution and by indicating the prior condition that was addressed by each amendment.
3 points	<p>The response addresses the 19th Amendment by indicating the change made to the Constitution and by indicating the prior condition that was addressed by the amendment AND partially addresses the 26th Amendment by indicating the change made to the Constitution or by indicating the prior condition that was addressed by the change.</p> <p>OR</p> <p>The response partially addresses the 19th Amendment by indicating the change made to the Constitution or by indicating the prior condition that was addressed by the change AND addresses the 26th Amendment by indicating the change made to the Constitution and by indicating the prior condition that was addressed by the amendment.</p>
2 points	<p>The response only addresses the 19th Amendment by indicating the change made to the Constitution and by indicating the prior condition that was addressed by the amendment.</p> <p>OR</p> <p>The response only addresses the 26th Amendment by indicating the change made to the Constitution and by indicating the prior condition that was addressed by the amendment.</p> <p>OR</p> <p>The response partially addresses the 19th and 26th Amendments by indicating either the change made to the Constitution or the prior condition that was addressed by each amendment.</p>

1 point The response only partially addresses the 19th amendment by either indicating the change made to the Constitution or by indicating the prior condition that was addressed by the amendment.

OR

The response only partially addresses the 26th Amendment by either indicating the change made to the Constitution or by indicating the prior condition that was addressed by the amendment.

0 points The response does not meet any of the above criteria. The response indicates inadequate or no understanding of the idea or concept needed to answer the item.

**American Government
Practice Test**

Question 4

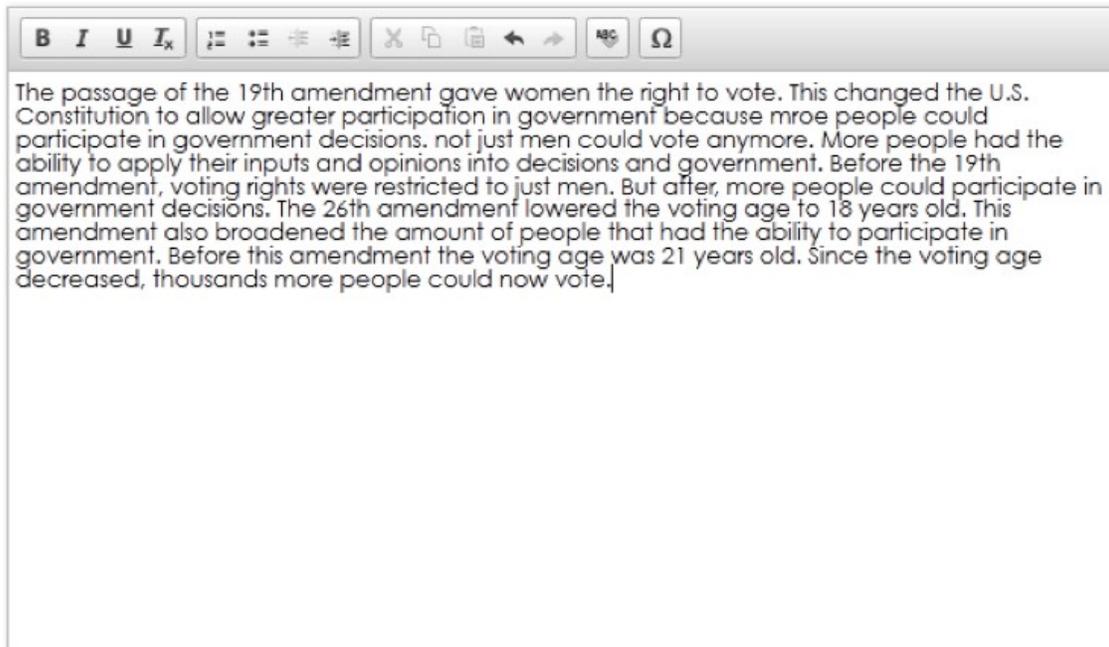
Sample Responses

Sample Response: 4 points

Explain how the passage of the 19th Amendment changed the U.S. Constitution to allow greater participation in government. Be sure to note a restriction on voting that the 19th Amendment addressed.

Then, explain how the passage of the 26th Amendment continued the change toward greater participation in government. Be sure to note a restriction on voting that the 26th Amendment addressed.

Type your answer in the space provided.



The screenshot shows a text editor interface with a toolbar at the top containing icons for bold, italic, underline, strikethrough, bulleted list, numbered list, indent, outdent, undo, redo, spell check, and insert link. Below the toolbar is a text area containing the following text:

The passage of the 19th amendment gave women the right to vote. This changed the U.S. Constitution to allow greater participation in government because more people could participate in government decisions. not just men could vote anymore. More people had the ability to apply their inputs and opinions into decisions and government. Before the 19th amendment, voting rights were restricted to just men. But after, more people could participate in government decisions. The 26th amendment lowered the voting age to 18 years old. This amendment also broadened the amount of people that had the ability to participate in government. Before this amendment the voting age was 21 years old. Since the voting age decreased, thousands more people could now vote.

Notes on Scoring

This response earns full credit (4 points). The response addresses the 19th Amendment by indicating the change made to the Constitution (“The passage of the 19th amendment gave women the right to vote.”) and by indicating the prior condition that was addressed (“Before the 19th amendment, voting rights were restricted to just men.”).

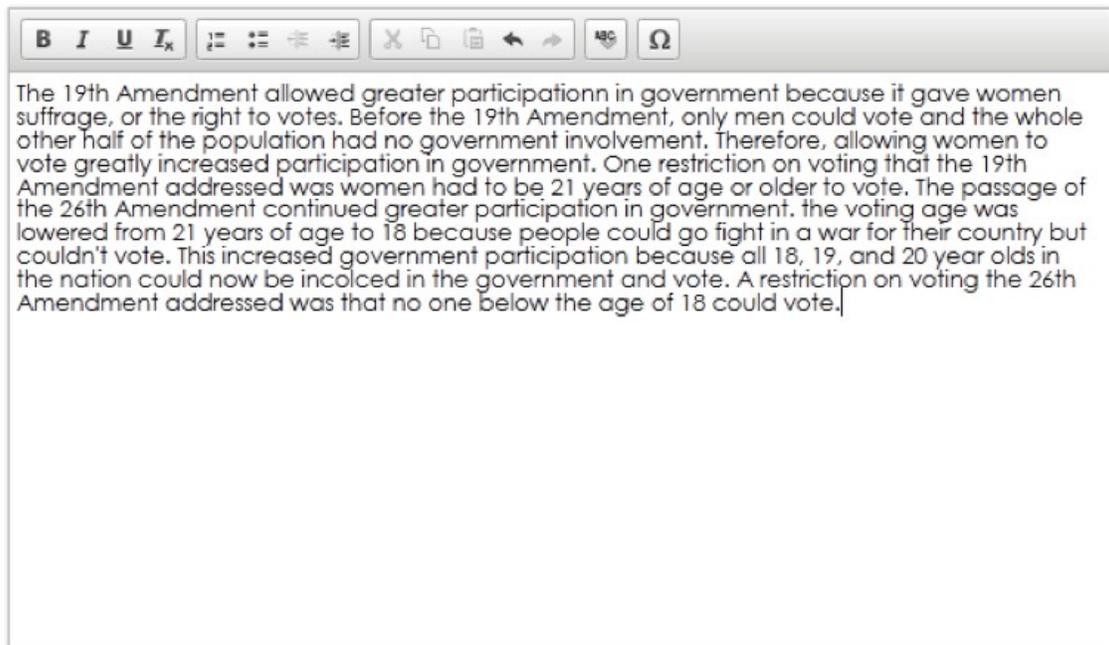
The response addresses the 26th Amendment by indicating the change made to the Constitution (“The 26th amendment lowered the voting age to 18 years old.”) and by indicating the prior condition that was addressed (“Before this amendment the voting age was 21 years old.”).

Sample Response: 4 points

Explain how the passage of the 19th Amendment changed the U.S. Constitution to allow greater participation in government. Be sure to note a restriction on voting that the 19th Amendment addressed.

Then, explain how the passage of the 26th Amendment continued the change toward greater participation in government. Be sure to note a restriction on voting that the 26th Amendment addressed.

Type your answer in the space provided.



The screenshot shows a text editor interface with a toolbar at the top containing icons for bold, italic, underline, strikethrough, bulleted list, numbered list, indent, outdent, undo, redo, link, unlink, and insert link. Below the toolbar, the text area contains the following response:

The 19th Amendment allowed greater participation in government because it gave women suffrage, or the right to votes. Before the 19th Amendment, only men could vote and the whole other half of the population had no government involvement. Therefore, allowing women to vote greatly increased participation in government. One restriction on voting that the 19th Amendment addressed was women had to be 21 years of age or older to vote. The passage of the 26th Amendment continued greater participation in government. the voting age was lowered from 21 years of age to 18 because people could go fight in a war for their country but couldn't vote. This increased government participation because all 18, 19, and 20 year olds in the nation could now be inolved in the government and vote. A restriction on voting the 26th Amendment addressed was that no one below the age of 18 could vote.

Notes on Scoring

This response earns full credit (4 points). The response addresses the 19th Amendment by indicating the change made to the Constitution ("The 19th Amendment allowed greater participation in government because it gave women suffrage, or the right to votes.") and by indicating the prior condition that was addressed ("Before the 19th Amendment, only men could vote").

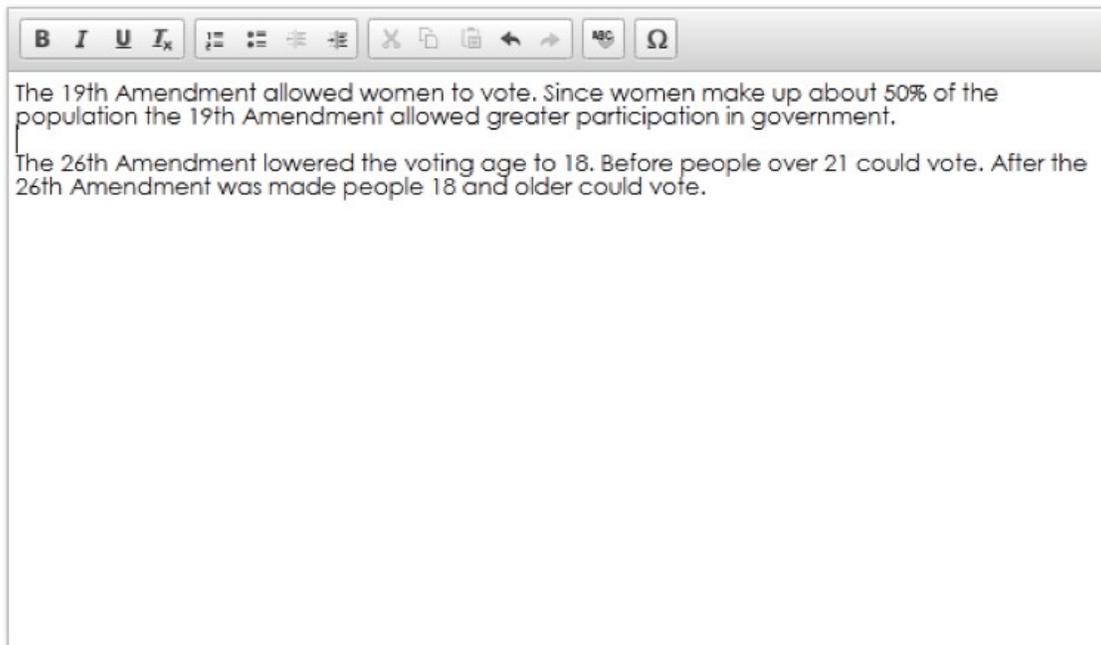
The response addresses the 26th Amendment by indicating the change made to the Constitution ("the voting age was lowered...to 18") and by indicating the prior condition that was addressed ("the voting age was lowered from 21 years of age...").

Sample Response: 3 points

Explain how the passage of the 19th Amendment changed the U.S. Constitution to allow greater participation in government. Be sure to note a restriction on voting that the 19th Amendment addressed.

Then, explain how the passage of the 26th Amendment continued the change toward greater participation in government. Be sure to note a restriction on voting that the 26th Amendment addressed.

Type your answer in the space provided.



The 19th Amendment allowed women to vote. Since women make up about 50% of the population the 19th Amendment allowed greater participation in government.

The 26th Amendment lowered the voting age to 18. Before people over 21 could vote. After the 26th Amendment was made people 18 and older could vote.

Notes on Scoring

This response earns partial credit (3 points). The response partially addressed the 19th Amendment by indicating the change made to the Constitution ("The 19th Amendment allowed women to vote.") but does not indicate the prior condition.

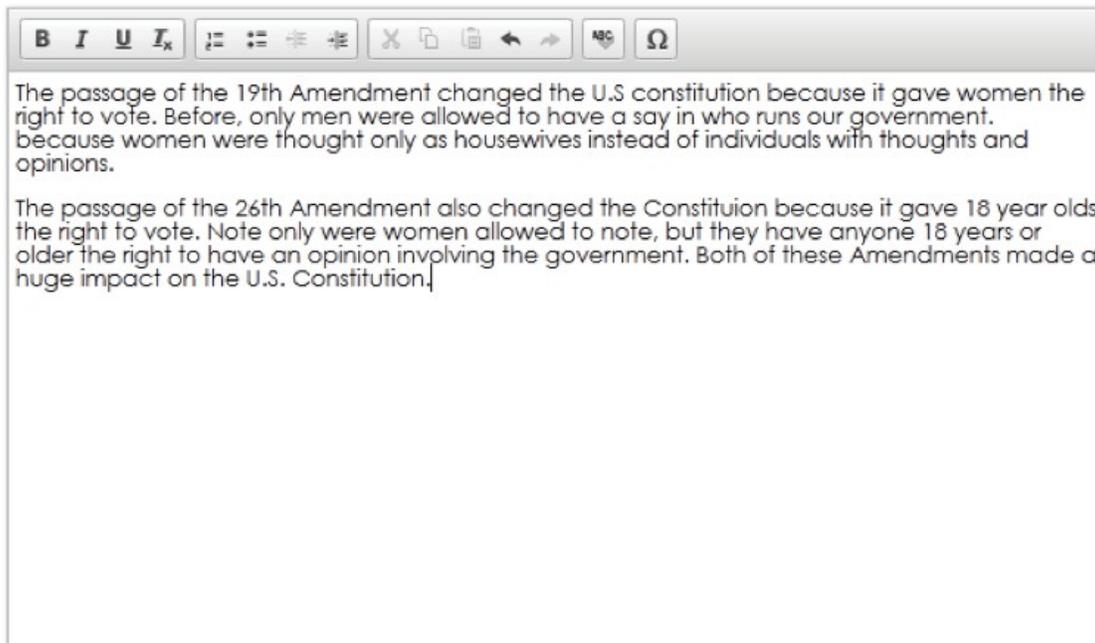
The response addresses the 26th Amendment by indicating the change made to the Constitution ("The 26th Amendment lowered the voting age to 18.") and by indicating the prior condition that was addressed ("Before people over 21 could vote.").

Sample Response: 3 points

Explain how the passage of the 19th Amendment changed the U.S. Constitution to allow greater participation in government. Be sure to note a restriction on voting that the 19th Amendment addressed.

Then, explain how the passage of the 26th Amendment continued the change toward greater participation in government. Be sure to note a restriction on voting that the 26th Amendment addressed.

Type your answer in the space provided.



The screenshot shows a text editor interface with a toolbar at the top containing icons for bold, italic, underline, strikethrough, bulleted list, numbered list, indent, outdent, undo, redo, insert link, unlink, and a search icon. Below the toolbar, the text reads:

The passage of the 19th Amendment changed the U.S constitution because it gave women the right to vote. Before, only men were allowed to have a say in who runs our government, because women were thought only as housewives instead of individuals with thoughts and opinions.

The passage of the 26th Amendment also changed the Constitution because it gave 18 year olds the right to vote. Note only were women allowed to vote, but they have anyone 18 years or older the right to have an opinion involving the government. Both of these Amendments made a huge impact on the U.S. Constitution.

Notes on Scoring

This response earns partial credit (3 points). The response addresses the 19th Amendment by indicating the change made to the Constitution ("The passage of the 19th Amendment changed the U.S. constitution because it gave women the right to vote.") and by indicating the prior condition that was addressed ("Before, only men were allowed to have a say in who runs our government.").

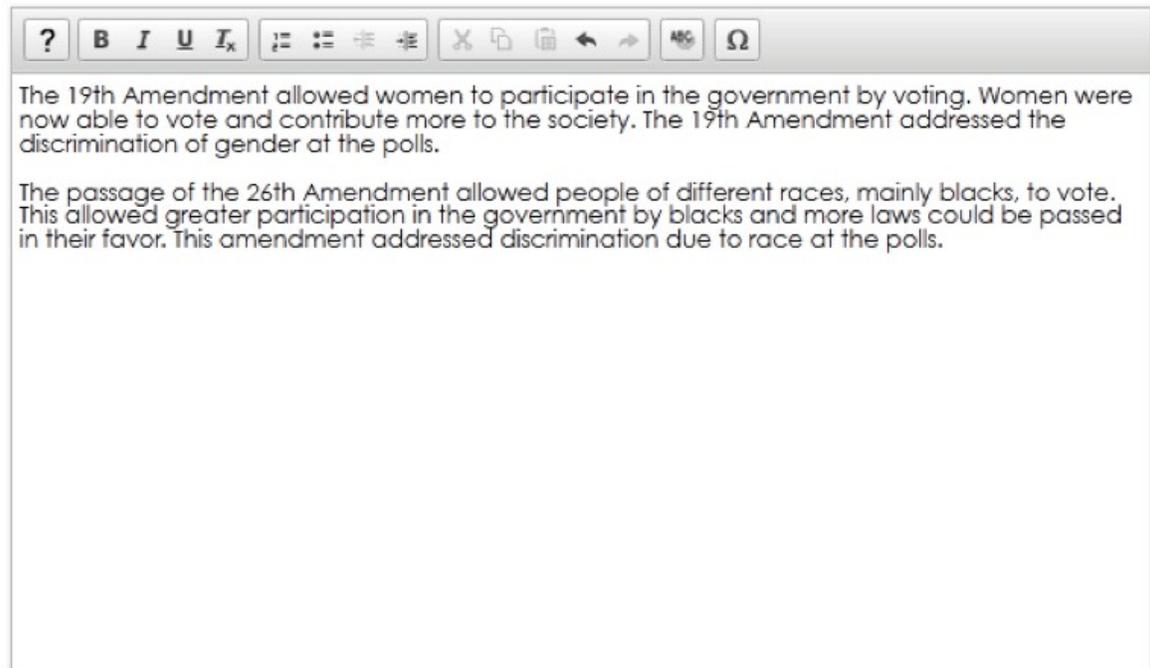
The response addresses the 26th Amendment by indicating the change made to the Constitution ("The passage of the 26th Amendment also changed the Constitution because it gave 18 year olds the right to vote.") but does not indicate the prior condition.

Sample Response: 2 points

Explain how the passage of the 19th Amendment changed the U.S. Constitution to allow greater participation in government. Be sure to note a restriction on voting that the 19th Amendment addressed.

Then, explain how the passage of the 26th Amendment continued the change toward greater participation in government. Be sure to note a restriction on voting that the 26th Amendment addressed.

Type your answer in the space provided.



The 19th Amendment allowed women to participate in the government by voting. Women were now able to vote and contribute more to the society. The 19th Amendment addressed the discrimination of gender at the polls.

The passage of the 26th Amendment allowed people of different races, mainly blacks, to vote. This allowed greater participation in the government by blacks and more laws could be passed in their favor. This amendment addressed discrimination due to race at the polls.

Notes on Scoring

This response earns partial credit (2 points). The response addresses the 19th Amendment by indicating the change made to the Constitution ("The 19th Amendment allowed women to participate in the government by voting.") and by indicating the prior condition that was addressed ("Women were now able to vote and contribute more to the society. The 19th Amendment addressed the discrimination of gender at the polls.").

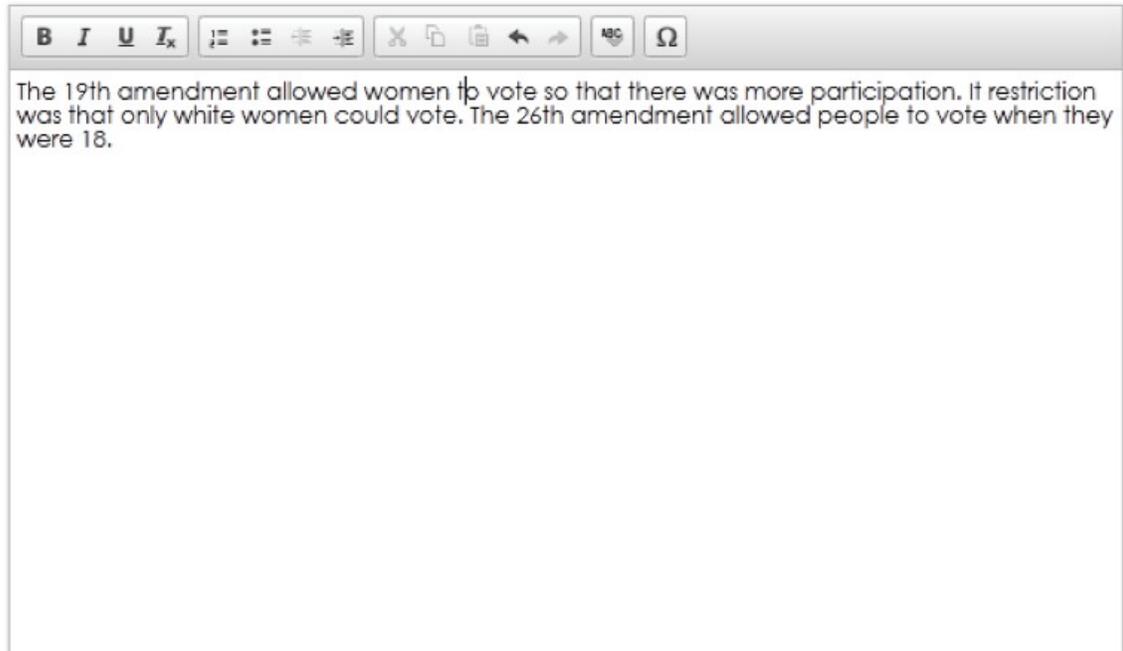
The response incorrectly addressed the 26th Amendment.

Sample Response: 2 points

Explain how the passage of the 19th Amendment changed the U.S. Constitution to allow greater participation in government. Be sure to note a restriction on voting that the 19th Amendment addressed.

Then, explain how the passage of the 26th Amendment continued the change toward greater participation in government. Be sure to note a restriction on voting that the 26th Amendment addressed.

Type your answer in the space provided.



The 19th amendment allowed women to vote so that there was more participation. It restriction was that only white women could vote. The 26th amendment allowed people to vote when they were 18.

Notes on Scoring

This response earns partial credit (2 points). The response addresses the 19th Amendment by indicating the change made to the Constitution ("The 19th amendment allowed women to vote") but does not indicate the prior condition.

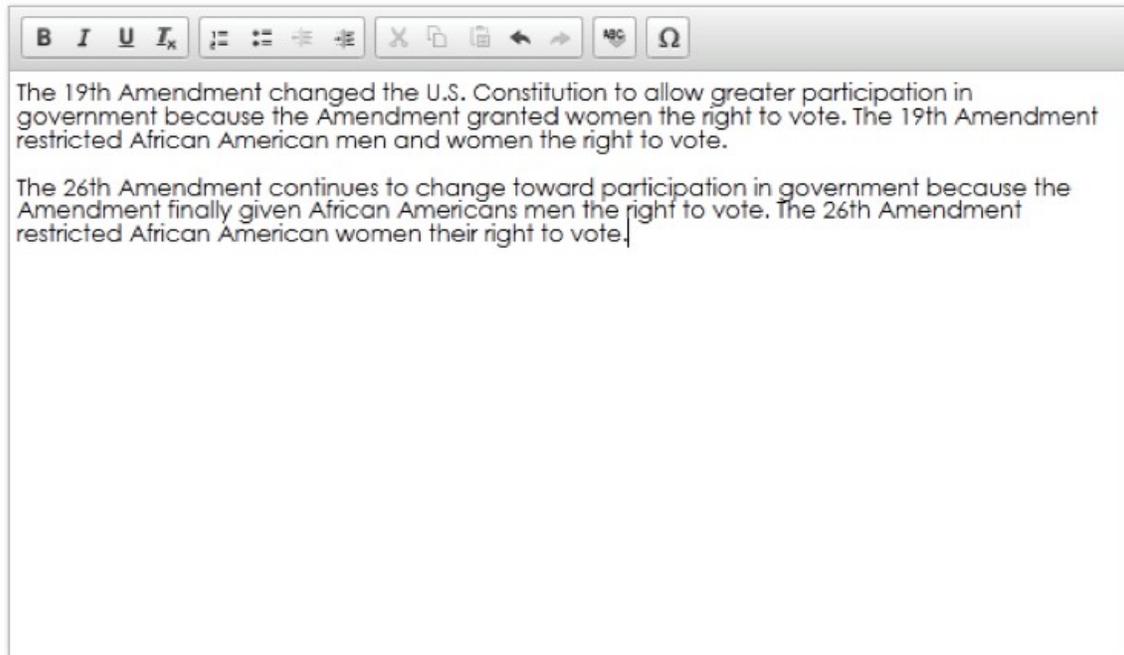
The response addresses the 26th Amendment by indicating the change made to the Constitution ("The 26th amendment allowed people to vote when they were 18.") but does not indicate the prior condition.

Sample Response: 1 point

Explain how the passage of the 19th Amendment changed the U.S. Constitution to allow greater participation in government. Be sure to note a restriction on voting that the 19th Amendment addressed.

Then, explain how the passage of the 26th Amendment continued the change toward greater participation in government. Be sure to note a restriction on voting that the 26th Amendment addressed.

Type your answer in the space provided.



The screenshot shows a text editor interface with a toolbar at the top containing icons for bold, italic, underline, strikethrough, bulleted list, numbered list, indent, outdent, undo, redo, and search. Below the toolbar, the text reads:

The 19th Amendment changed the U.S. Constitution to allow greater participation in government because the Amendment granted women the right to vote. The 19th Amendment restricted African American men and women the right to vote.

The 26th Amendment continues to change toward participation in government because the Amendment finally given African Americans men the right to vote. The 26th Amendment restricted African American women their right to vote.

Notes on Scoring

This response earns partial credit (1 point). The response addresses the 19th Amendment by indicating the change made to the Constitution (“the Amendment granted women the right to vote”); the restriction noted by the response (“restricted African American men and women the right to vote”) is incorrect but not considered a detractor.

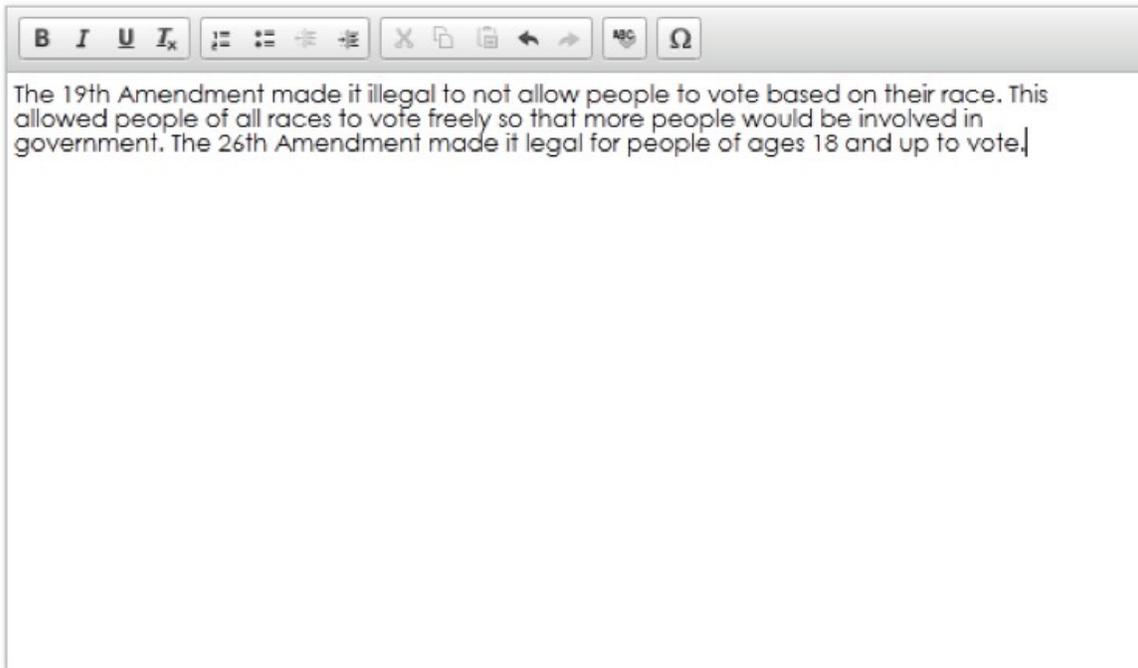
The response incorrectly addresses the 26th Amendment.

Sample Response: 1 point

Explain how the passage of the 19th Amendment changed the U.S. Constitution to allow greater participation in government. Be sure to note a restriction on voting that the 19th Amendment addressed.

Then, explain how the passage of the 26th Amendment continued the change toward greater participation in government. Be sure to note a restriction on voting that the 26th Amendment addressed.

Type your answer in the space provided.



The 19th Amendment made it illegal to not allow people to vote based on their race. This allowed people of all races to vote freely so that more people would be involved in government. The 26th Amendment made it legal for people of ages 18 and up to vote.

Notes on Scoring

This response earns partial credit (1 point). The response incorrectly addresses the 19th Amendment.

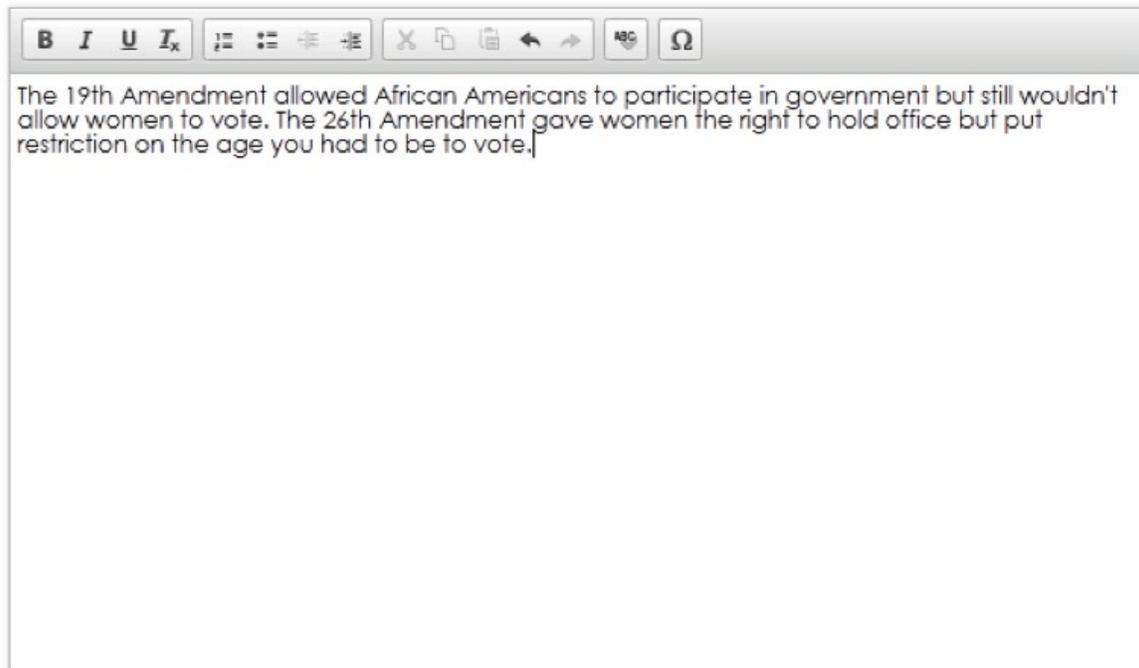
The response addresses the 26th Amendment by indicating the change made to the Constitution ("The 26th Amendment made it legal for people of ages 18 and up to vote.") but does not indicate the prior condition.

Sample Response: 0 points

Explain how the passage of the 19th Amendment changed the U.S. Constitution to allow greater participation in government. Be sure to note a restriction on voting that the 19th Amendment addressed.

Then, explain how the passage of the 26th Amendment continued the change toward greater participation in government. Be sure to note a restriction on voting that the 26th Amendment addressed.

Type your answer in the space provided.



The 19th Amendment allowed African Americans to participate in government but still wouldn't allow women to vote. The 26th Amendment gave women the right to hold office but put restriction on the age you had to be to vote.

Notes on Scoring

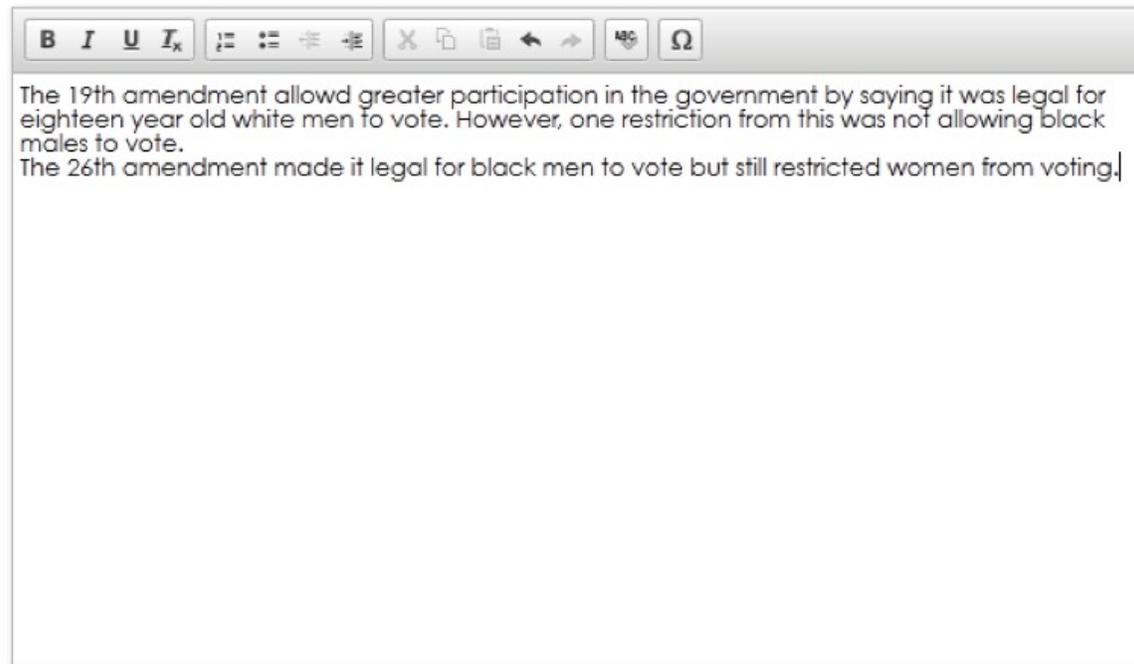
This response earns no credit (0 points). The response indicates inadequate understanding of the concept needed to answer the prompt. The response incorrectly addresses the 19th Amendment and incorrectly addresses the Constitutional change for the 26th Amendment. While the response does mention age restrictions, no specific age limits are provided.

Sample Response: 0 points

Explain how the passage of the 19th Amendment changed the U.S. Constitution to allow greater participation in government. Be sure to note a restriction on voting that the 19th Amendment addressed.

Then, explain how the passage of the 26th Amendment continued the change toward greater participation in government. Be sure to note a restriction on voting that the 26th Amendment addressed.

Type your answer in the space provided.



The 19th amendment allowed greater participation in the government by saying it was legal for eighteen year old white men to vote. However, one restriction from this was not allowing black males to vote.
The 26th amendment made it legal for black men to vote but still restricted women from voting.

Notes on Scoring

This response earns no credit (0 points). The response indicates inadequate understanding of the concept needed to answer the prompt. The response incorrectly addresses the 19th Amendment and the 26th Amendment.

**American Government
Practice Test**

Question 5

Question and Scoring Guidelines

Question 5

What event brought about the adoption of the 25th Amendment?

- Ⓐ President Woodrow Wilson became seriously ill while in office, leaving his ability to perform the duties of president uncertain.
- Ⓑ President John F. Kennedy was assassinated and was succeeded by Vice President Johnson, who had heart problems himself.
- Ⓒ When President Franklin Roosevelt died in office, he was succeeded by Vice President Truman, leaving the office of the vice president vacant.
- Ⓓ President Ronald Reagan was injured in an assassination attempt and was incapacitated for a day, leaving presidential leadership uncertain.

Points Possible: 1

Course: American Government

Content Statement: Five amendments have altered provisions for presidential election, terms and succession to address changing historical circumstances. (12)

Scoring Guidelines

Rationale for Option A: This event did not trigger the 25th Amendment, which was ratified in 1967.

Rationale for Option B: **Key** – A need to codify the succession was addressed as a result of this event.

Rationale for Option C: This event did not trigger adoption of the 25th Amendment. Other presidents had died in office, leaving the vice presidency vacant.

Rationale for Option D: The 25th Amendment was already ratified by the time this event occurred.

Sample Response: 1 point

What event brought about the adoption of the 25th Amendment?

- Ⓐ President Woodrow Wilson became seriously ill while in office, leaving his ability to perform the duties of president uncertain.
- Ⓑ President John F. Kennedy was assassinated and was succeeded by Vice President Johnson, who had heart problems himself.
- Ⓒ When President Franklin Roosevelt died in office, he was succeeded by Vice President Truman, leaving the office of the vice president vacant.
- Ⓓ President Ronald Reagan was injured in an assassination attempt and was incapacitated for a day, leaving presidential leadership uncertain.

**American Government
Practice Test**

Question 6

Question and Scoring Guidelines

Question 6

During the 1920s, the manufacture, sale, transportation, import, or export of alcoholic beverages was illegal across the United States.

Why did it take the ratification of the 21st Amendment to the Constitution in 1933 to make alcohol manufacture, sale, transportation, importation, or exportation legal again?

- Ⓐ The states each had conflicting versions of the law.
- Ⓑ The Supreme Court refused to rule on the federal law banning alcohol.
- Ⓒ Congressional representatives knew they would lose votes if they reversed the original federal law.
- Ⓓ Alcohol was banned by an amendment to the Constitution, and only another amendment could repeal it.

Points Possible: 1

Course: American Government

Content Statement: Constitutional government in the United States has changed over time as a result of amendments to the U.S. Constitution, Supreme Court decisions, legislation and informal practices. (7)

Scoring Guidelines

Rationale for Option A: It was a federal constitutional amendment, not various state laws, that banned alcohol.

Rationale for Option B: The issue did not go to the high court, because it was part of a constitutional amendment.

Rationale for Option C: This condition no longer applied by 1932.

Rationale for Option D: **Key** – The 21st Amendment nullified the 18th Amendment, which enacted the failed policy of banning alcohol.

Sample Response: 1 point

During the 1920s, the manufacture, sale, transportation, import, or export of alcoholic beverages was illegal across the United States.

Why did it take the ratification of the 21st Amendment to the Constitution in 1933 to make alcohol manufacture, sale, transportation, importation, or exportation legal again?

- (A) The states each had conflicting versions of the law.
- (B) The Supreme Court refused to rule on the federal law banning alcohol.
- (C) Congressional representatives knew they would lose votes if they reversed the original federal law.
- (D) Alcohol was banned by an amendment to the Constitution, and only another amendment could repeal it.

**American Government
Practice Test**

Question 7

Question and Scoring Guidelines

Question 7

What was one change made by the 1851 Ohio Constitution that affected how the state was governed?

- Ⓐ The 1851 Ohio Constitution increased the power of the General Assembly.
- Ⓑ The 1851 Ohio Constitution limited the amount of debt the state could accumulate.
- Ⓒ The 1851 Ohio Constitution permitted the General Assembly to enact retroactive laws.
- Ⓓ The 1851 Ohio Constitution lifted a restriction on how the state could spend its tax funds.

Points Possible: 1

Course: American Government

Content Statement: The Ohio Constitution was drafted in 1851 to address difficulties in governing the state of Ohio. (18)

Scoring Guidelines

Rationale for Option A: The 1851 Constitution reduced the power of the General Assembly.

Rationale for Option B: Key – The 1802 Constitution had required the state to provide loans to canal, railroad, and turnpike companies. The result was a massive debt. The 1851 Constitution limited the amount of debt that could be incurred.

Rationale for Option C: The 1851 Constitution prohibited the General Assembly from enacting retroactive laws.

Rationale for Option D: The 1851 Constitution required the state to spend taxes only for the purpose for which it had been raised.

Sample Response: 1 point

What was one change made by the 1851 Ohio Constitution that affected how the state was governed?

- A The 1851 Ohio Constitution increased the power of the General Assembly.
- B The 1851 Ohio Constitution limited the amount of debt the state could accumulate.
- C The 1851 Ohio Constitution permitted the General Assembly to enact retroactive laws.
- D The 1851 Ohio Constitution lifted a restriction on how the state could spend its tax funds.

**American Government
Practice Test**

Question 8

Question and Scoring Guidelines

Question 8

The 20th Amendment, ratified in 1933, shortens the period between Election Day and the time when the president and members of Congress take office.

What situation made the 20th Amendment a practical improvement?

- Ⓐ The Electoral College needed more time to certify the results of the election.
- Ⓑ The public demanded more results from newly elected administrations and wanted the president and Congress to begin serving sooner.
- Ⓒ Better and faster transportation made the long delay between the election of a new president and the inauguration unnecessary.
- Ⓓ After the election, the outgoing president was eager to step down and hand over the heavy responsibility of the office to another leader.

Points Possible: 1

Course: American Government

Content Statement: Five amendments have altered provisions for presidential election, terms and succession to address changing historical circumstances. (12)

Scoring Guidelines

Rationale for Option A: The certification time of the Electoral College was not a factor that made the 20th Amendment a practical improvement.

Rationale for Option B: The public's desire to have their new president in office had not changed.

Rationale for Option C: Key – When the Constitution was written, elected officials had to travel by horse over poor roads to get to Washington. By the 1930s, cars and trains made getting to Washington much easier and faster.

Rationale for Option D: Sitting presidents were not necessarily eager to leave the office that they had previously fought so hard to win.

Sample Response: 1 point

The 20th Amendment, ratified in 1933, shortens the period between Election Day and the time when the president and members of Congress take office.

What situation made the 20th Amendment a practical improvement?

- Ⓐ The Electoral College needed more time to certify the results of the election.
- Ⓑ The public demanded more results from newly elected administrations and wanted the president and Congress to begin serving sooner.
- Ⓒ Better and faster transportation made the long delay between the election of a new president and the inauguration unnecessary.
- Ⓓ After the election, the outgoing president was eager to step down and hand over the heavy responsibility of the office to another leader.

**American Government
Practice Test**

Question 9

Question and Scoring Guidelines

Question 9

Citizens must choose between a plan to build a new city auditorium or a plan to restore the old one. Supporters of the new auditorium claim that building a new auditorium would be more economical than restoring the old one.

In evaluating the credibility of this claim, citizens should pay particular attention to

- Ⓐ the number of performances held in the auditorium each year.
- Ⓑ the amount of money the supporters spend on promoting their position.
- Ⓒ the popularity of the supporters as community leaders.
- Ⓓ the projected cost data provided by architects and accountants.

Points Possible: 1

Course: American Government

Content Statement: Issues can be analyzed through the critical use of information from public records, surveys, research data and policy positions of advocacy groups. (3)

Scoring Guidelines

Rationale for Option A: The number of yearly performances in the auditorium is not a basis for determining credibility.

Rationale for Option B: The amount of money the supporters spend to promote their position is not a basis for determining credibility.

Rationale for Option C: Popularity of the supporters as community leaders is not a basis for determining credibility.

Rationale for Option D: **Key** – The projected cost data provided by accountants will enable the citizens to evaluate the cost effectiveness of the supporters' claim.

Sample Response: 1 point

Citizens must choose between a plan to build a new city auditorium or a plan to restore the old one. Supporters of the new auditorium claim that building a new auditorium would be more economical than restoring the old one.

In evaluating the credibility of this claim, citizens should pay particular attention to

- Ⓐ the number of performances held in the auditorium each year.
- Ⓑ the amount of money the supporters spend on promoting their position.
- Ⓒ the popularity of the supporters as community leaders.
- Ⓓ the projected cost data provided by architects and accountants.

**American Government
Practice Test**

Question 10

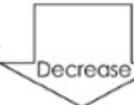
Question and Scoring Guidelines

Question 10

The Federal Reserve uses monetary tools to regulate the money supply and maintain growth and stability in the U.S. economy. One of these tools is the adjustment of the discount rate it charges financial institutions on loans from the Federal Reserve.

Identify whether each of the Effects stems from increasing or decreasing the discount rate.

Click on the Increase or Decrease arrow for each effect.

Change to Discount Rate	Effects
 Increase  Decrease	People buy more houses
 Increase  Decrease	People pay more for loans
 Increase  Decrease	Inflation increases

Points Possible: 2

Course: American Government

Content Statement: The Federal Reserve System uses monetary tools to regulate the nation's money supply and moderate the effects of expansion and contraction in the economy. (24)

Scoring Guidelines

For this item, a full-credit response includes

- “Decrease” selected for “People buy more houses”
AND
- “Increase” selected for “People pay more for loans”
AND
- “Decrease” selected for “Inflation increases” (2 points).

For this item, a partial-credit response includes

- Two arrows correctly selected (1 point).

**American Government
Practice Test**

Question 10

Sample Responses

Sample Response: 2 points

The Federal Reserve uses monetary tools to regulate the money supply and maintain growth and stability in the U.S. economy. One of these tools is the adjustment of the discount rate it charges financial institutions on loans from the Federal Reserve.

Identify whether each of the Effects stems from increasing or decreasing the discount rate.

Click on the Increase or Decrease arrow for each effect.

Change to Discount Rate	Effects
<input type="radio"/> Increase <input checked="" type="radio"/> Decrease	People buy more houses
<input checked="" type="radio"/> Increase <input type="radio"/> Decrease	People pay more for loans
<input type="radio"/> Increase <input checked="" type="radio"/> Decrease	Inflation increases

Notes on Scoring

This response earns full credit (2 points). This response has correctly selected the arrows to signify whether each of these effects stems from increasing or decreasing the discount rate.

Sample Response: 1 point

The Federal Reserve uses monetary tools to regulate the money supply and maintain growth and stability in the U.S. economy. One of these tools is the adjustment of the discount rate it charges financial institutions on loans from the Federal Reserve.

Identify whether each of the Effects stems from increasing or decreasing the discount rate.

Click on the Increase or Decrease arrow for each effect.

Change to Discount Rate	Effects
<input checked="" type="radio"/> Increase <input type="radio"/> Decrease	People buy more houses
<input checked="" type="radio"/> Increase <input type="radio"/> Decrease	People pay more for loans
<input type="radio"/> Increase <input checked="" type="radio"/> Decrease	Inflation increases

Notes on Scoring

This response earns partial credit (1 point). This response has two arrows correctly selected.

Sample Response: 1 point

The Federal Reserve uses monetary tools to regulate the money supply and maintain growth and stability in the U.S. economy. One of these tools is the adjustment of the discount rate it charges financial institutions on loans from the Federal Reserve.

Identify whether each of the Effects stems from increasing or decreasing the discount rate.

Click on the Increase or Decrease arrow for each effect.

Change to Discount Rate		Effects
<input type="checkbox"/> Increase	<input checked="" type="checkbox"/> Decrease	People buy more houses
<input checked="" type="checkbox"/> Increase	<input type="checkbox"/> Decrease	People pay more for loans
<input checked="" type="checkbox"/> Increase	<input type="checkbox"/> Decrease	Inflation increases

Notes on Scoring

This response earns partial credit (1 point). This response has two arrows correctly selected.

Sample Response: 0 points

The Federal Reserve uses monetary tools to regulate the money supply and maintain growth and stability in the U.S. economy. One of these tools is the adjustment of the discount rate it charges financial institutions on loans from the Federal Reserve.

Identify whether each of the Effects stems from increasing or decreasing the discount rate.

Click on the Increase or Decrease arrow for each effect.

Change to Discount Rate	Effects
<input type="radio"/> Increase <input checked="" type="radio"/> Decrease	People buy more houses
<input type="radio"/> Increase <input checked="" type="radio"/> Decrease	People pay more for loans
<input checked="" type="radio"/> Increase <input type="radio"/> Decrease	Inflation increases

Notes on Scoring

This response earns no credit (0 points). The response has one arrow correctly selected.

Sample Response: 0 points

The Federal Reserve uses monetary tools to regulate the money supply and maintain growth and stability in the U.S. economy. One of these tools is the adjustment of the discount rate it charges financial institutions on loans from the Federal Reserve.

Identify whether each of the Effects stems from increasing or decreasing the discount rate.

Click on the Increase or Decrease arrow for each effect.

Change to Discount Rate	Effects
<input checked="" type="radio"/> Increase <input type="radio"/> Decrease	People buy more houses
<input type="radio"/> Increase <input checked="" type="radio"/> Decrease	People pay more for loans
<input checked="" type="radio"/> Increase <input type="radio"/> Decrease	Inflation increases

Notes on Scoring

This response earns no credit (0 points). The response has no arrows correctly selected.

**American Government
Practice Test**

Question 11

Question and Scoring Guidelines

Question 11

A town council faces budget cuts and can no longer afford to pay for landscaping in town parks.

How could a citizen work within his or her own community to help the local government address this problem?

- Ⓐ by emailing Ohio's congressional delegation to inform them of this issue
- Ⓑ by organizing a group of residents to volunteer for weekly park maintenance
- Ⓒ by requesting that the governor supply the town with state funds for park maintenance
- Ⓓ by running for a seat in the General Assembly with a promise to increase funding for local parks

Points Possible: 1

Course: American Government

Content Statement: Individuals in Ohio have a responsibility to assist state and local governments as they address relevant and often controversial problems that directly affect their communities. (20)

Scoring Guidelines

Rationale for Option A: Emailing Ohio’s congressional delegation would not help the local government address the issue; the issue is too local to be effectively addressed by legislators at the national level.

Rationale for Option B: **Key** – Organizing civic action, such as a group of volunteers to take over park maintenance, is a reasonable way for a citizen to help their government solve this problem.

Rationale for Option C: Though citizens may be upset about the lack of funding for their town parks, asking the government to send state funds for their local parks would not be a reasonable action and would not assist the local government.

Rationale for Option D: While a citizen could decide to run for the General Assembly, this action would not help the local government address the problem of budget cutbacks and park maintenance.

Sample Response: 1 point

A town council faces budget cuts and can no longer afford to pay for landscaping in town parks.

How could a citizen work within his or her own community to help the local government address this problem?

- Ⓐ by emailing Ohio’s congressional delegation to inform them of this issue
- Ⓑ by organizing a group of residents to volunteer for weekly park maintenance
- Ⓒ by requesting that the governor supply the town with state funds for park maintenance
- Ⓓ by running for a seat in the General Assembly with a promise to increase funding for local parks

**American Government
Practice Test**

Question 12

Question and Scoring Guidelines

Question 12

Why might lawmakers increase taxes and decrease government spending?

- Ⓐ to reduce unemployment
- Ⓑ to increase consumer spending
- Ⓒ to decrease the level of demand
- Ⓓ to encourage corporate spending

Points Possible: 1

Course: American Government

Content Statement: The federal government uses spending and tax policy to maintain economic stability and foster economic growth. Regulatory actions carry economic costs and benefits. (23)

Scoring Guidelines

Rationale for Option A: Economic growth will not increase if less money is available for spending and investment, which would be the result of increased taxes and reduced government spending.

Rationale for Option B: Increases in taxes would cause employers to invest less in production. Decreases in government spending would likewise cause more unemployment.

Rationale for Option C: **Key** – Increasing taxes will mean wage earners and businesses will have less money to spend; reducing growth and decreasing government spending would also mean less money to fuel economic growth. Both of these would result in a decrease in the level of demand in the economy.

Rationale for Option D: Corporations would be discouraged from spending because there would probably be a reduced demand for goods and increases in operating costs.

Sample Response: 1 point

Why might lawmakers increase taxes and decrease government spending?

- Ⓐ to reduce unemployment
- Ⓑ to increase consumer spending
- Ⓒ to decrease the level of demand
- Ⓓ to encourage corporate spending

**American Government
Practice Test**

Question 13

Question and Scoring Guidelines

Question 13

Citizens need to understand how to engage the government properly at various stages of a bill's passage.

Identify the appropriate branch and level of government to target in each scenario shown for a bill.

A. Click on the appropriate branch in each column.

B. Click on the appropriate level of government in each column.

<p>The U.S. Congress begins debate over the bill.</p> <p>Branch</p> <table border="1"> <tr><td>Executive</td></tr> <tr><td>Judicial</td></tr> <tr><td>Legislative</td></tr> </table> <p>Level</p> <table border="1"> <tr><td>Federal</td></tr> <tr><td>State</td></tr> </table>	Executive	Judicial	Legislative	Federal	State	<p>The bill becomes law and the Governor of Ohio directs agencies to implement its provisions.</p> <p>Branch</p> <table border="1"> <tr><td>Executive</td></tr> <tr><td>Judicial</td></tr> <tr><td>Legislative</td></tr> </table> <p>Level</p> <table border="1"> <tr><td>Federal</td></tr> <tr><td>State</td></tr> </table>	Executive	Judicial	Legislative	Federal	State	<p>The Ohio Supreme Court hears arguments over challenges to the law.</p> <p>Branch</p> <table border="1"> <tr><td>Executive</td></tr> <tr><td>Judicial</td></tr> <tr><td>Legislative</td></tr> </table> <p>Level</p> <table border="1"> <tr><td>Federal</td></tr> <tr><td>State</td></tr> </table>	Executive	Judicial	Legislative	Federal	State
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Points Possible: 2

Course: American Government

Content Statement: Individuals and organizations play a role within federal, state and local governments in helping to determine public (domestic and foreign) policy. (22)

Scoring Guidelines

For this item, a full-credit response includes

- “Legislative” AND “Federal” selected in the first column
AND
- “Executive” AND “State” selected in the middle column
AND
- “Judicial” AND “State” selected in the last column (2 points).

For this item, a partial-credit response includes

- At least three boxes correct (1 point).

**American Government
Practice Test**

Question 13

Sample Responses

Sample Response: 2 points

<p>Citizens need to understand how to engage the government properly at various stages of a bill's passage.</p> <p>Identify the appropriate branch and level of government to target in each scenario shown for a bill.</p> <p>A. Click on the appropriate branch in each column.</p> <p>B. Click on the appropriate level of government in each column.</p>	<p>The U.S. Congress begins debate over the bill.</p>	<p>The bill becomes law and the Governor of Ohio directs agencies to implement its provisions.</p>	<p>The Ohio Supreme Court hears arguments over challenges to the law.</p>									
	<p>Branch</p> <table border="1"><tr><td>Executive</td></tr><tr><td>Judicial</td></tr><tr><td>Legislative</td></tr></table>	Executive	Judicial	Legislative	<p>Branch</p> <table border="1"><tr><td>Executive</td></tr><tr><td>Judicial</td></tr><tr><td>Legislative</td></tr></table>	Executive	Judicial	Legislative	<p>Branch</p> <table border="1"><tr><td>Executive</td></tr><tr><td>Judicial</td></tr><tr><td>Legislative</td></tr></table>	Executive	Judicial	Legislative
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<p>Level</p> <table border="1"><tr><td>Federal</td></tr><tr><td>State</td></tr></table>	Federal	State	<p>Level</p> <table border="1"><tr><td>Federal</td></tr><tr><td>State</td></tr></table>	Federal	State	<p>Level</p> <table border="1"><tr><td>Federal</td></tr><tr><td>State</td></tr></table>	Federal	State				
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Notes on Scoring

This response earns full credit (2 points). This response has correctly selected the appropriate branch and level of government in each scenario.

Sample Response: 1 point

Citizens need to understand how to engage the government properly at various stages of a bill's passage.

Identify the appropriate branch and level of government to target in each scenario shown for a bill.

A. Click on the appropriate branch in each column.

B. Click on the appropriate level of government in each column.

The U.S. Congress begins debate over the bill.	The bill becomes law and the Governor of Ohio directs agencies to implement its provisions.	The Ohio Supreme Court hears arguments over challenges to the law.
Branch	Branch	Branch
Executive	Executive	Executive
Judicial	Judicial	Judicial
Legislative	Legislative	Legislative
Level	Level	Level
Federal	Federal	Federal
State	State	State

Notes on Scoring

This response earns partial credit (1 point). This response has correctly selected at least three boxes.

Sample Response: 1 point

Citizens need to understand how to engage the government properly at various stages of a bill's passage.

Identify the appropriate branch and level of government to target in each scenario shown for a bill.

A. Click on the appropriate branch in each column.

B. Click on the appropriate level of government in each column.

The U.S. Congress begins debate over the bill.	The bill becomes law and the Governor of Ohio directs agencies to implement its provisions.	The Ohio Supreme Court hears arguments over challenges to the law.
Branch	Branch	Branch
Executive	Executive	Executive
Judicial	Judicial	Judicial
Legislative	Legislative	Legislative
Level	Level	Level
Federal	Federal	Federal
State	State	State

Notes on Scoring

This response earns partial credit (1 point). This response has correctly selected at least three boxes.

Sample Response: 0 points

Citizens need to understand how to engage the government properly at various stages of a bill's passage.

Identify the appropriate branch and level of government to target in each scenario shown for a bill.

A. Click on the appropriate branch in each column.

B. Click on the appropriate level of government in each column.

The U.S. Congress begins debate over the bill.	The bill becomes law and the Governor of Ohio directs agencies to implement its provisions.	The Ohio Supreme Court hears arguments over challenges to the law.
Branch	Branch	Branch
Executive	Executive	Executive
Judicial	Judicial	Judicial
Legislative	Legislative	Legislative
Level	Level	Level
Federal	Federal	Federal
State	State	State

Notes on Scoring

This response earns no credit (0 points). The response has correctly selected two boxes.

Sample Response: 0 points

Citizens need to understand how to engage the government properly at various stages of a bill's passage.

Identify the appropriate branch and level of government to target in each scenario shown for a bill.

A. Click on the appropriate branch in each column.

B. Click on the appropriate level of government in each column.

The U.S. Congress begins debate over the bill.	The bill becomes law and the Governor of Ohio directs agencies to implement its provisions.	The Ohio Supreme Court hears arguments over challenges to the law.
Branch	Branch	Branch
<input checked="" type="checkbox"/> Executive	<input type="checkbox"/> Executive	<input type="checkbox"/> Executive
<input type="checkbox"/> Judicial	<input type="checkbox"/> Judicial	<input type="checkbox"/> Judicial
<input type="checkbox"/> Legislative	<input checked="" type="checkbox"/> Legislative	<input checked="" type="checkbox"/> Legislative
Level	Level	Level
<input type="checkbox"/> Federal	<input checked="" type="checkbox"/> Federal	<input checked="" type="checkbox"/> Federal
<input checked="" type="checkbox"/> State	<input type="checkbox"/> State	<input type="checkbox"/> State

Notes on Scoring

This response earns no credit (0 points). The response has no boxes correctly selected.

**American Government
Practice Test**

Question 14

Question and Scoring Guidelines

Question 14

The following question has two parts. First, answer part A. Then, answer part B.

Part A

After the end of the Civil War, which goal did the federal government hope to accomplish during Reconstruction?

- Ⓐ extending rights to southern women
- Ⓑ establishing freedoms for former slaves
- Ⓒ ensuring political power for Southern Democrats
- Ⓓ guaranteeing southern white control over the social and economic condition of African-Americans

Part B

Select all of the ways the federal government attempted to accomplish the goal you selected in Part A.

- Ⓐ abolishment of slavery
- Ⓑ establishment of Jim Crow laws
- Ⓒ ratification of the 14th Amendment
- Ⓓ ratification of the 19th Amendment
- Ⓔ guaranteeing African Americans the right to vote

Points Possible: 2

Course: American Government

Content Statement: The Reconstruction Era prompted Amendments 13 through 15 to address the aftermath of slavery and the Civil War.
(9)

Scoring Guidelines

Part A

Rationale for Option A: While extending voting rights to women was an important cause, it was not a specific goal of Reconstruction.

Rationale for Option B: **Key** – One goal of Reconstruction was to institute rights and freedoms for former slaves.

Rationale for Option C: While Southern Democrats wanted to maintain and grow their power in the South, this was not a goal of the federal government during Reconstruction. In fact, political power held by Southern Democrats was a hindrance to the extension of freedoms to African Americans.

Rationale for Option D: While many white southerners sought to continue their oppression of African Americans, this was not a goal of the federal government. In fact, the federal government hoped to extend rights to former slaves.

Part B (Part A must be correct for Part B to be correct)

First Rationale: **Key** – The federal government proposed and ratified the 13th Amendment, which abolished slavery in the U.S. and thus extended freedoms to former slaves.

Second Rationale: While this option may be selected to support the oppression of African Americans in Part A, this was not a goal or a tactic used by the federal government during Reconstruction.

Third Rationale: **Key** – The federal government proposed and ratified the 14th Amendment and thus extended freedoms to former slaves.

Fourth Rationale: While this option may be selected to support the extension of rights to southern women in Part A, this was not a goal or a tactic used by the federal government during Reconstruction.

Fifth Rationale: **Key** – The federal government proposed and ratified the 15th Amendment, giving African Americans the right to vote and thus extending freedoms to former slaves.

Sample Response: 2 points

The following question has two parts. First, answer part A. Then, answer part B.

Part A

After the end of the Civil War, which goal did the federal government hope to accomplish during Reconstruction?

- A extending rights to southern women
- B establishing freedoms for former slaves
- C ensuring political power for Southern Democrats
- D guaranteeing southern white control over the social and economic condition of African-Americans

Part B

Select all of the ways the federal government attempted to accomplish the goal you selected in Part A.

- A abolishment of slavery
- B establishment of Jim Crow laws
- C ratification of the 14th Amendment
- D ratification of the 19th Amendment
- E guaranteeing African Americans the right to vote

**American Government
Practice Test**

Question 15

Question and Scoring Guidelines

Question 15

Amendments to the U.S. Constitution have been made to extend voting rights to disenfranchised groups.

Identify which group was extended voting rights by each amendment.

Move each group into the blank box next to the amendment that extended voting rights to that group.

- You do not need to use all the groups.

		Affected Groups
15th Amendment, 1870	→	<input type="text"/>
19th Amendment, 1920	→	<input type="text"/>
26th Amendment, 1971	→	<input type="text"/>

18 year olds	African Americans
Immigrants	Women

Points Possible: 2

Course: American Government

Content Statement: Four amendments have provided for extensions of suffrage to disenfranchised groups. (11)

Scoring Guidelines

For this item, a full-credit response includes

- "African Americans" at 15th Amendment
- AND
- "Women" at 19th Amendment
- AND
- "18 year olds" at 26th Amendment (2 points)

For this item, a partial-credit response includes

- Two groups placed at the correct amendments (1 point).

**American Government
Practice Test**

Question 15

Sample Responses

Sample Response: 2 points

Amendments to the U.S. Constitution have been made to extend voting rights to disenfranchised groups.

Identify which group was extended voting rights by each amendment.

Move each group into the blank box next to the amendment that extended voting rights to that group.

- You do not need to use all the groups.

Affected Groups

15th Amendment, 1870 → African Americans

19th Amendment, 1920 → Women

26th Amendment, 1971 → 18 year olds

Immigrants

Notes on Scoring

This response earns full credit (2 points). This response correctly identifies each of the three affected groups.

Sample Response: 1 point

Amendments to the U.S. Constitution have been made to extend voting rights to disenfranchised groups.

Identify which group was extended voting rights by each amendment.

Move each group into the blank box next to the amendment that extended voting rights to that group.

- You do not need to use all the groups.

Affected Groups

15th Amendment, 1870 → African Americans

19th Amendment, 1920 → Women

26th Amendment, 1971 → Immigrants

18 year olds

Notes on Scoring

This response earns partial credit (1 point). This response correctly identifies two of the three affected groups ("African Americans" and "Women").

Sample Response: 1 point

Amendments to the U.S. Constitution have been made to extend voting rights to disenfranchised groups.

Identify which group was extended voting rights by each amendment.

Move each group into the blank box next to the amendment that extended voting rights to that group.

- You do not need to use all the groups.

Affected Groups

15th Amendment, 1870 → African Americans

19th Amendment, 1920 →

26th Amendment, 1971 → 18 year olds

ImmigrantsWomen

Notes on Scoring

This response earns partial credit (1 point). This response correctly identifies two of the three affected groups ("African Americans" and "18 year olds").

Sample Response: 0 points

Amendments to the U.S. Constitution have been made to extend voting rights to disenfranchised groups.

Identify which group was extended voting rights by each amendment.

Move each group into the blank box next to the amendment that extended voting rights to that group.

- You do not need to use all the groups.

Affected Groups

15th Amendment, 1870 → African Americans

19th Amendment, 1920 → 18 year olds

26th Amendment, 1971 → Women

Immigrants

Notes on Scoring

This response earns no credit (0 points). This response has one group correctly identified ("African Americans").

Sample Response: 0 points

Amendments to the U.S. Constitution have been made to extend voting rights to disenfranchised groups.

Identify which group was extended voting rights by each amendment.

Move each group into the blank box next to the amendment that extended voting rights to that group.

- You do not need to use all the groups.

Affected Groups

15th Amendment, 1870 → Immigrants

19th Amendment, 1920 → 18 year olds

26th Amendment, 1971 → Women

African Americans

Notes on Scoring

This response earns no credit (0 points). This response has no groups correctly identified.

**American Government
Practice Test**

Question 16

Question and Scoring Guidelines

Question 16

Prior to the ratification of the U.S. Constitution, Federalists and Anti-Federalists argued over the basic principles and limits in the role of the government. The quotations shown reflect those arguments.

Use your knowledge of Federalists vs. Anti-Federalists to identify which group held each of the positions shown.

Click on the "Federalist" or "Anti-Federalist" heading above each quotation.

Federalist

Anti-Federalist

In the compound republic of America, the power surrendered by the people is first divided between two distinct governments, and then the portion allotted to each subdivided among distinct and separate departments. Hence a double security arises to the rights of the people. The different governments will control each other, at the same time that each will be controlled by itself.

Federalist

Anti-Federalist

I wish for nothing more than a good government and a constitution under which our liberties will be perfectly safe. To preserve which, I think the wisest conduct will be to keep the staff of power . . . in our hands as much as possible, and not . . . give up a greater share of our liberties.

Points Possible: 1

Course: American Government

Content Statement: The Federalist Papers and the Anti-Federalist Papers framed the national debate over the basic principles of government encompassed by the Constitution of the United States.
(6)

Scoring Guidelines

For this item, a full-credit response includes

- The first quote is "Federalist."

AND

- The second quote is "Anti-Federalist." (1 point).

**American Government
Practice Test**

Question 16

Sample Responses

Sample Response: 1 point

Prior to the ratification of the U.S. Constitution, Federalists and Anti-Federalists argued over the basic principles and limits in the role of the government. The quotations shown reflect those arguments.

Use your knowledge of Federalists vs. Anti-Federalists to identify which group held each of the positions shown.

Click on the "Federalist" or "Anti-Federalist" heading above each quotation.

Federalist

Anti-Federalist

In the compound republic of America, the power surrendered by the people is first divided between two distinct governments, and then the portion allotted to each subdivided among distinct and separate departments. Hence a double security arises to the rights of the people. The different governments will control each other, at the same time that each will be controlled by itself.

Federalist

Anti-Federalist

I wish for nothing more than a good government and a constitution under which our liberties will be perfectly safe. To preserve which, I think the wisest conduct will be to keep the staff of power . . . in our hands as much as possible, and not . . . give up a greater share of our liberties.

Notes on Scoring

This response earns full credit (1 point). This response correctly identifies the first quote as the Federalist position and the second quote as the Anti-Federalist position.

Sample Response: 0 points

Prior to the ratification of the U.S. Constitution, Federalists and Anti-Federalists argued over the basic principles and limits in the role of the government. The quotations shown reflect those arguments.

Use your knowledge of Federalists vs. Anti-Federalists to identify which group held each of the positions shown.

Click on the "Federalist" or "Anti-Federalist" heading above each quotation.

Federalist

Anti-Federalist

In the compound republic of America, the power surrendered by the people is first divided between two distinct governments, and then the portion allotted to each subdivided among distinct and separate departments. Hence a double security arises to the rights of the people. The different governments will control each other, at the same time that each will be controlled by itself.

Federalist

Anti-Federalist

I wish for nothing more than a good government and a constitution under which our liberties will be perfectly safe. To preserve which, I think the wisest conduct will be to keep the staff of power . . . in our hands as much as possible, and not . . . give up a greater share of our liberties.

Notes on Scoring

This response earns no credit (0 points); the response does not correctly identify either quote.

Sample Response: 0 points

Prior to the ratification of the U.S. Constitution, Federalists and Anti-Federalists argued over the basic principles and limits in the role of the government. The quotations shown reflect those arguments.

Use your knowledge of Federalists vs. Anti-Federalists to identify which group held each of the positions shown.

Click on the "Federalist" or "Anti-Federalist" heading above each quotation.

Federalist

Anti-Federalist

In the compound republic of America, the power surrendered by the people is first divided between two distinct governments, and then the portion allotted to each subdivided among distinct and separate departments. Hence a double security arises to the rights of the people. The different governments will control each other, at the same time that each will be controlled by itself.

Federalist

Anti-Federalist

I wish for nothing more than a good government and a constitution under which our liberties will be perfectly safe. To preserve which, I think the wisest conduct will be to keep the staff of power . . . in our hands as much as possible, and not . . . give up a greater share of our liberties.

Notes on Scoring

This response earns no credit (0 points); the response identifies both quotes as reflecting the Federalist position. This response does not address the argument between the two positions.

**American Government
Practice Test**

Question 17

Question and Scoring Guidelines

Question 17

How can a citizen become involved in addressing problems that affect the entire state?

- Ⓐ by joining a community watch group
- Ⓑ by volunteering for the fire department
- Ⓒ by signing petitions to place issues on the ballot
- Ⓓ by attending a meeting of the local school board

Points Possible: 1

Course: American Government

Content Statement: Individuals in Ohio have a responsibility to assist state and local governments as they address relevant and often controversial problems that directly affect their communities. (20)

Scoring Guidelines

Rationale for Option A: Joining a community watch group will help address problems at the local level, not problems that affect the entire state.

Rationale for Option B: Volunteering for the fire department serves the local community, not the state as a whole.

Rationale for Option C: **Key** – Signing petitions to place issues on the ballot is a way to participate in addressing problems that affect the entire state.

Rationale for Option D: Attending a meeting of the school board is a way to participate in local government, not to address problems that impact the entire state.

Sample Response: 1 point

How can a citizen become involved in addressing problems that affect the entire state?

- Ⓐ by joining a community watch group
- Ⓑ by volunteering for the fire department
- Ⓒ by signing petitions to place issues on the ballot
- Ⓓ by attending a meeting of the local school board

**American Government
Practice Test**

Question 18

Question and Scoring Guidelines

Question 18

In 1851, Ohio drafted a new constitution that was meant to address problems of the original state constitution. These problems included:

- An overburdened judicial branch
- A significant amount of state government debt
- A overly powerful legislative branch

Select all of the ways that the Ohio Constitution of 1851 addressed these problems.

- It created district courts.
- It instituted debt limitations.
- It forgave all outstanding state debt.
- It allowed the judicial branch to appoint legislative officials.
- It required major executive officials to be elected into office.
- It restricted the number of cases that could be brought to trial in the state each year.

Points Possible: 1

Course: American Government

Content Statement: The Ohio Constitution was drafted in 1851 to address difficulties in governing the state of Ohio. (18)

Scoring Guidelines

Rationale for Option A: **Key** – The Ohio Constitution of 1851 established district courts in order to relieve the state Supreme Court of some of its responsibilities.

Rationale for Option B: **Key** – The Ohio Constitution of 1851 established debt limits in order to limit the amount of debt that the state government could accrue.

Rationale for Option C: The Ohio Constitution of 1851 did not forgive outstanding state debt.

Rationale for Option D: The Ohio Constitution of 1851 did not permit the judicial branch to appoint legislative officials.

Rationale for Option E: **Key** – In order to limit the power of the legislative branch, the Ohio Constitution of 1851 mandated the election of major executive officials, such as the governor.

Rationale for Option F: The Ohio Constitution of 1851 established a district court system to relieve pressure on the state Supreme Court. It did not limit the number of court cases that could be heard across the state each year.

Sample Response: 1 point

In 1851, Ohio drafted a new constitution that was meant to address problems of the original state constitution. These problems included:

- An overburdened judicial branch
- A significant amount of state government debt
- A overly powerful legislative branch

Select all of the ways that the Ohio Constitution of 1851 addressed these problems.

- It created district courts.
- It instituted debt limitations.
- It forgave all outstanding state debt.
- It allowed the judicial branch to appoint legislative officials.
- It required major executive officials to be elected into office.
- It restricted the number of cases that could be brought to trial in the state each year.

**American Government
Practice Test**

Question 19

Question and Scoring Guidelines

Question 19

Which statement accurately describes the relationship between the Ohio Constitution and the U.S. Constitution?

- Ⓐ Ohio laws overrule federal laws when there is a conflict.
- Ⓑ All articles of the Ohio Constitution must be the same as all articles of the U.S. Constitution.
- Ⓒ The structure of the Ohio Constitution does not resemble the structure of the U.S. Constitution.
- Ⓓ The Ohio Constitution is consistent with the key principles of the U.S. Constitution, but contains some laws that differ from the laws of the U.S. Constitution.

Points Possible: 1

Course: American Government

Content Statement: As a framework for the state, the Ohio Constitution complements the federal structure of government in the United States. (19)

Scoring Guidelines

Rationale for Option A: Ohio laws cannot overrule federal laws due to the Supremacy Clause of the U.S. Constitution.

Rationale for Option B: Although the Ohio Constitution contains many articles that are similar to those of the U.S. Constitution, it also contains some articles that differ from those contained in the U.S. Constitution.

Rationale for Option C: The structure of the Ohio Constitution closely resembles the structure of the U.S. Constitution.

Rationale for Option D: **Key** – The Ohio Constitution is and must be consistent with all key principles of the U.S. Constitution; however, it contains some state laws that, while different from federal laws, are in compliance with the principles of the U.S. Constitution.

Sample Response: 1 point

Which statement accurately describes the relationship between the Ohio Constitution and the U.S. Constitution?

- (A) Ohio laws overrule federal laws when there is a conflict.
- (B) All articles of the Ohio Constitution must be the same as all articles of the U.S. Constitution.
- (C) The structure of the Ohio Constitution does not resemble the structure of the U.S. Constitution.
- (D) The Ohio Constitution is consistent with the key principles of the U.S. Constitution, but contains some laws that differ from the laws of the U.S. Constitution.

**American Government
Practice Test**

Question 20

Question and Scoring Guidelines

Question 20

Before the U.S. Constitution was adopted, each state held a ratifying convention to discuss and vote on the Constitution.

Alexander Hamilton attended the New York state ratification convention. A quote from one of his speeches during the convention is shown.

Here [in the U.S. House of Representatives],
sir, the people govern; here they act by their
immediate representatives.

Which basic principle of governance is Hamilton highlighting in this quote?

- Ⓐ federalism
- Ⓑ limited government
- Ⓒ popular sovereignty
- Ⓓ separation of powers

Points Possible: 1

Course: Principles and Structure

Content Statement: As the supreme law of the land, the U.S. Constitution incorporates basic principles that help define the government of the United States as a federal republic, including its structure, powers and relationship with the governed. (5)

Scoring Guidelines

Rationale for Option A: This is incorrect. Federalism is the idea of dividing political power between a central institution and constituent units (in this case, the federal government and the states). The quote, however, speaks of people acting through representatives, which illustrates the concept of popular sovereignty.

Rationale for Option B: This is incorrect. Limited government is the idea of a government that is kept in check by its own laws, so as not to encroach on the rights of its constituents. The quote, however, speaks of people acting through representatives, which illustrates the concept of popular sovereignty.

Rationale for Option C: **Key** – In the quote, Hamilton explains that people hold political power and that this power is manifested through political representation. The idea expressed in the quote is a clear reflection of the concept of popular sovereignty.

Rationale for Option D: This is incorrect. Separation of powers is the idea of giving different branches of government exclusive powers, so that conflicts of interest within government are avoided. The quote, however, speaks of people acting through representatives, which illustrates the concept of popular sovereignty.

Sample Response: 1 point

Before the U.S. Constitution was adopted, each state held a ratifying convention to discuss and vote on the Constitution.

Alexander Hamilton attended the New York state ratification convention. A quote from one of his speeches during the convention is shown.

Here [in the U.S. House of Representatives], sir, the people govern; here they act by their immediate representatives.

Which basic principle of governance is Hamilton highlighting in this quote?

- A federalism
- B limited government
- C popular sovereignty
- D separation of powers

**American Government
Practice Test**

Question 21

Question and Scoring Guidelines

Question 21

A list of events in the early 1900s is shown.

Identify which events led to the adoption of the 21st Amendment of the U.S. Constitution.

Click on the boxes you wish to select.

Circumstances Surrounding the 21st Amendment's Passage

Crime rates increased under Prohibition

The 18th Amendment failed to pass

World War II

The women's suffrage movement was successful

Federal income taxes were needed to fund military efforts

Difficulties enforcing the 18th Amendment arose

The Democratic Party successfully campaigned against Prohibition in 1932

Points Possible: 2

Course: Historic Documents

Content Statement: Amendments 11, 21 and 27 have addressed unique historical circumstances. (13)

Scoring Guidelines

For this item, a full-credit response includes:

- Selection of "Crime rates increased under Prohibition";

AND

- Selection of "Difficulties enforcing the 18th Amendment arose";

AND

- Selection of "The Democratic Party successfully campaigned against Prohibition in 1932" (2 points).

For this item, a partial-credit response includes:

- Selection of two correct responses as designated by the full-credit response rubric and no incorrect options selected (1 point);

OR

- Selection of three correct responses as designated by the full-credit response rubric and one incorrect option selected (1 point).

**American Government
Practice Test**

Question 21

Sample Responses

Sample Response: 2 points

A list of events in the early 1900s is shown.

Identify which events led to the adoption of the 21st Amendment of the U.S. Constitution.

Click on the boxes you wish to select.

Circumstances Surrounding the 21st Amendment's Passage

Crime rates increased under Prohibition

The 18th Amendment failed to pass

World War II

The women's suffrage movement was successful

Federal income taxes were needed to fund military efforts

Difficulties enforcing the 18th Amendment arose

The Democratic Party successfully campaigned against Prohibition in 1932

Notes on Scoring

This response earns full credit (2 points) because it selects all three events that led to the adoption of the 21st Amendment.

Sample Response: 1 point

A list of events in the early 1900s is shown.

Identify which events led to the adoption of the 21st Amendment of the U.S. Constitution.

Click on the boxes you wish to select.

Circumstances Surrounding the 21st Amendment's Passage

Crime rates increased under Prohibition

The 18th Amendment failed to pass

World War II

The women's suffrage movement was successful

Federal income taxes were needed to fund military efforts

Difficulties enforcing the 18th Amendment arose

The Democratic Party successfully campaigned against Prohibition in 1932

Notes on Scoring

This response earns partial credit (1 point) because it selects only two of the three events that led to the adoption of the 21st Amendment.

Sample Response: 1 point

A list of events in the early 1900s is shown.

Identify which events led to the adoption of the 21st Amendment of the U.S. Constitution.

Click on the boxes you wish to select.

Circumstances Surrounding the 21st Amendment's Passage
<input checked="" type="checkbox"/> Crime rates increased under Prohibition
<input type="checkbox"/> The 18th Amendment failed to pass
<input type="checkbox"/> World War II
<input checked="" type="checkbox"/> The women's suffrage movement was successful
<input type="checkbox"/> Federal income taxes were needed to fund military efforts
<input checked="" type="checkbox"/> Difficulties enforcing the 18th Amendment arose
<input checked="" type="checkbox"/> The Democratic Party successfully campaigned against Prohibition in 1932

Notes on Scoring

This response earns partial credit (1 point) because even though it selects the three correct events that led to the adoption of the 21st Amendment, a fourth, incorrect option was selected ("The women's suffrage...").

Sample Response: 1 point

A list of events in the early 1900s is shown.

Identify which events led to the adoption of the 21st Amendment of the U.S. Constitution.

Click on the boxes you wish to select.

Circumstances Surrounding the 21st Amendment's Passage

Crime rates increased under Prohibition

The 18th Amendment failed to pass

World War II

The women's suffrage movement was successful

Federal income taxes were needed to fund military efforts

Difficulties enforcing the 18th Amendment arose

The Democratic Party successfully campaigned against Prohibition in 1932

Notes on Scoring

This response earns partial credit (1 point) because even though it selects the three correct events that led to the adoption of the 21st Amendment, two incorrect options ("The women's suffrage..." and "Federal income taxes...") were also selected.

Sample Response: 0 points

A list of events in the early 1900s is shown.

Identify which events led to the adoption of the 21st Amendment of the U.S. Constitution.

Click on the boxes you wish to select.

Circumstances Surrounding the 21st Amendment's Passage

Crime rates increased under Prohibition

The 18th Amendment failed to pass

World War II

The women's suffrage movement was successful

Federal income taxes were needed to fund military efforts

Difficulties enforcing the 18th Amendment arose

The Democratic Party successfully campaigned against Prohibition in 1932

Notes on Scoring

This response earns no credit (0 points) because it selects only two of the events that led to the adoption of the 21st Amendment. The third selection ("Federal income taxes...") is incorrect.

**American Government
Practice Test**

Question 22

Question and Scoring Guidelines

Question 22

The U.S. Constitution establishes several basic principles of government.

Move the principles of government into the blank boxes to match them with their descriptions.

Principles of Government in the United States

Description	Principle of Government
Government authority is derived from the people.	<input type="text"/>
Power is divided between the national and state governments.	<input type="text"/>
The branches of government have the ability to limit the other branches.	<input type="text"/>

Federalism

Popular sovereignty

Checks and balances

Points Possible: 1

Course: American Government

Content Statement: As the supreme law of the land, the U.S. Constitution incorporates basic principles that help define the government of the United States as a federal republic including its structure, powers and relationship with the governed. (5)

Scoring Guidelines

For this item, a full-credit response includes:

- “Popular sovereignty” in the “Government authority is derived from the people.”
Box;

AND
- “Federalism” in the “Power is divided between the national and state governments.” Box;

AND
- “Checks and balances” in “The branches of government have the ability to limit the other branches.” Box (1 point).

**American Government
Practice Test**

Question 22

Sample Responses

Sample Response: 1 point

The U.S. Constitution establishes several basic principles of government.

Move the principles of government into the blank boxes to match them with their descriptions.

Principles of Government in the United States

Description	Principle of Government
Government authority is derived from the people.	Popular sovereignty
Power is divided between the national and state governments.	Federalism
The branches of government have the ability to limit the other branches.	Checks and balances

Federalism

Popular sovereignty

Checks and balances

Notes on Scoring

This response earns full credit (1 point) because the three principles of government are correctly matched with their descriptions.

Sample Response: 0 points

The U.S. Constitution establishes several basic principles of government.

Move the principles of government into the blank boxes to match them with their descriptions.

Principles of Government in the United States

Description	Principle of Government
Government authority is derived from the people.	Checks and balances
Power is divided between the national and state governments.	Federalism
The branches of government have the ability to limit the other branches.	Popular sovereignty

Federalism Popular sovereignty Checks and balances

Notes on Scoring

This response earns no credit (0 points) since only one of the principles of government (“Federalism”) is correctly matched with its description.

Sample Response: 0 points

The U.S. Constitution establishes several basic principles of government.

Move the principles of government into the blank boxes to match them with their descriptions.

Principles of Government in the United States

Description	Principle of Government
Government authority is derived from the people.	Federalism
Power is divided between the national and state governments.	Popular sovereignty
The branches of government have the ability to limit the other branches.	Checks and balances

Federalism

Popular sovereignty

Checks and balances

Notes on Scoring

This response earns no credit (0 points) since only one of the principles of government ("Checks and balances") is correctly matched with its description.

**American Government
Practice Test**

Question 23

Question and Scoring Guidelines

Question 23

Click on each blank box and select a word to complete the summary of government taxation and spending policies.

The federal government controls taxation and spending policy. These are both parts of policy. If the government were to raise taxes and decrease spending, this would be an example of an attempt to economic growth.

Points Possible: 1

Course: American Government

Content Statement: The federal government uses spending and tax policy to maintain economic stability and foster economic growth. Regulatory actions carry economic costs and benefits.
(23)

Scoring Guidelines

A full-credit response includes:

- “fiscal” selected in the first drop-down;
- AND
- “slow” selected in the second drop-down. (1 point).

**American Government
Practice Test**

Question 23

Sample Responses

Sample Response: 1 point

Click on each blank box and select a word to complete the summary of government taxation and spending policies.

The federal government controls taxation and spending policy. These are both parts of policy. If the government were to raise taxes and decrease spending, this would be an example of an attempt to economic growth.

Notes on Scoring

This response earns full credit (1 point) because it correctly selects the policy as “fiscal” and correctly selects the example provided as an attempt to “slow” the growth of the economy.

Sample Response: 0 points

Click on each blank box and select a word to complete the summary of government taxation and spending policies.

The federal government controls taxation and spending policy. These are both parts of policy. If the government were to raise taxes and decrease spending, this would be an example of an attempt to economic growth.

Notes on Scoring

This response earns no credit (0 points). It incorrectly selects the policy as “monetary”, although it correctly selects the example provided as an attempt to “slow” the growth of the economy.

Sample Response: 0 points

Click on each blank box and select a word to complete the summary of government taxation and spending policies.

The federal government controls taxation and spending policy. These are both parts of policy. If the government were to raise taxes and decrease spending, this would be an example of an attempt to economic growth.

Notes on Scoring

This response earns no credit (0 points). It correctly selects the policy as "fiscal", but incorrectly selects the example provided as an attempt to "encourage" the growth of the economy.

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