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Student Name: _____



Missouri

DEPARTMENT OF ELEMENTARY & SECONDARY

EDUCATION™

End-of-Course Assessment

Government



Practice Test

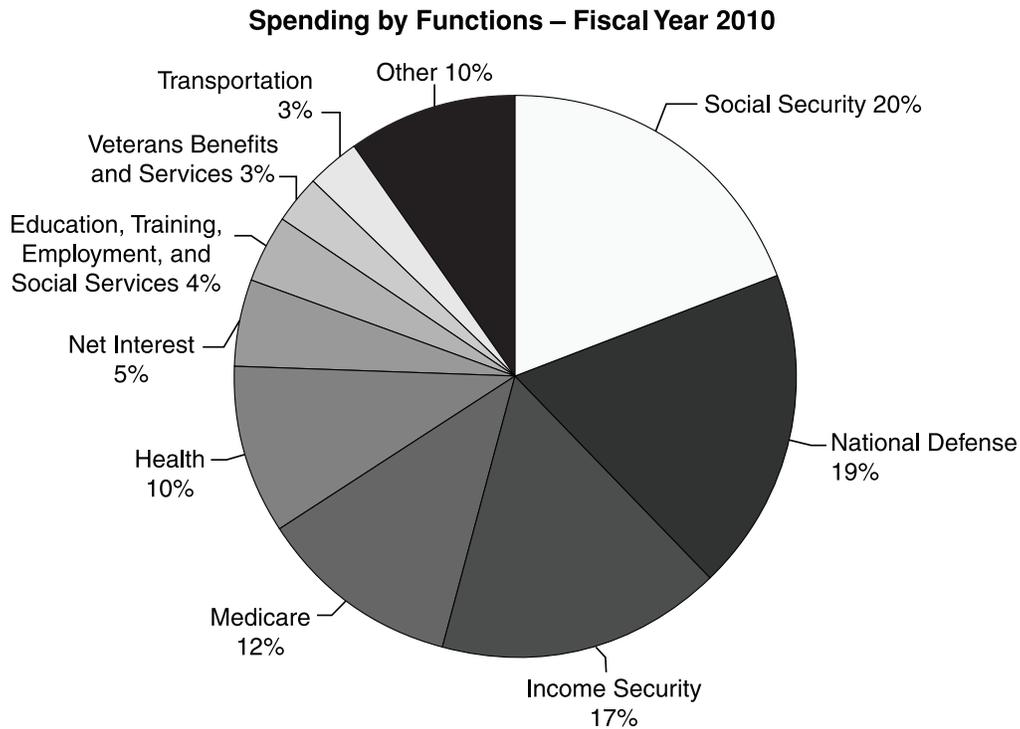
Directions to the Student

Today you will be taking the Missouri Government Test. This is a test of how well you understand the course level expectations for Government.

There are several important things to remember:

- 1** Read each question carefully and think about the answer. Then choose the answer that you think is best.
- 2** Make sure you clearly mark the correct choice in your test book.
- 3** If you do not know the answer to a question, skip it and go on. You may return to it later if you have time.
- 4** If you finish the test early, you may check over your work.

1. Study the graph.



Source: United States Office of Management and Budget

Percentages are rounded up to the nearest whole number.

Based on the chart, which statement is most accurate?

- A. Health received the least amount of federal funding.
- B. National defense received less federal funding than Medicare.
- C. Social Security received the greatest amount of federal funding.
- D. Transportation received more federal funding than veterans' benefits and services.

2. Which statement **best** explains why a citizen would participate in an interest group rather than a political party?
- A. Political parties get less media coverage.
 - B. Political parties are more expensive to join.
 - C. Interest groups focus on a specific political issue.
 - D. Interest groups have more members than political parties.

3. Match each quotation to the correct document.

A.	<p>“The said States hereby severally enter into a firm league of friendship with each other, for their common defense, the security of their liberties, and their mutual and general welfare, binding themselves to assist each other, against all force offered to, or attacks made upon them, or any of them, on account of religion, sovereignty, trade, or any other pretense whatever.”</p>	<div style="border: 1px solid gray; background-color: #f0f0f0; padding: 5px; display: inline-block; text-align: center;">(A) (B) (C)</div>	<p>Constitution of the United States</p>
B.	<p>“When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature’s God entitle them. . . .”</p>	<div style="border: 1px solid gray; background-color: #f0f0f0; padding: 5px; display: inline-block; text-align: center;">(A) (B) (C)</div>	<p>Articles of Confederation</p>
C.	<p>“We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this [document].”</p>	<div style="border: 1px solid gray; background-color: #f0f0f0; padding: 5px; display: inline-block; text-align: center;">(A) (B) (C)</div>	<p>Declaration of Independence</p>

4. Select the letter of the documents to indicate the order they were adopted or ratified from earliest to latest.

A.	Declaration of Independence	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	First
B.	United States Constitution	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	Second
C.	Articles of Confederation	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	Third
D.	Mayflower Compact	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	Fourth

5. Read the quotation from Isaac Wilkins, a member of the General Assembly of the New York colony. He wrote the address below before he left his home and family in New York for England.

“MY COUNTRYMEN,

BEFORE I leave America, the land I love, and in which is contained everything that is valuable and dear to me, my wife, my children, my friends and property; permit me to make a short and faithful declaration, which I am induced to do neither through fear nor a consciousness of having acted wrong. . . . All I have done, written or said in relation to the present unnatural dispute between Great Britain and her Colonies proceeded from an honest intention of serving my country. Her welfare and prosperity were the objects towards which all my endeavors have been directed.

I leave America, and every endearing connection, because I will not raise my hand against my Sovereign—nor will I draw my sword against my Country. When I can conscientiously draw it in her favor, my life shall be cheerfully devoted to her service.”

—Isaac Wilkins, Rivington’s New York Gazetteer, May 11, 1775

Based on the quotation, which phrase best describes the writer?

- A. a patriot
- B. a loyalist
- C. a Federalist
- D. an Anti-Federalist

6. **Select the statement that best illustrates the major economic weakness of the Articles of Confederation.**

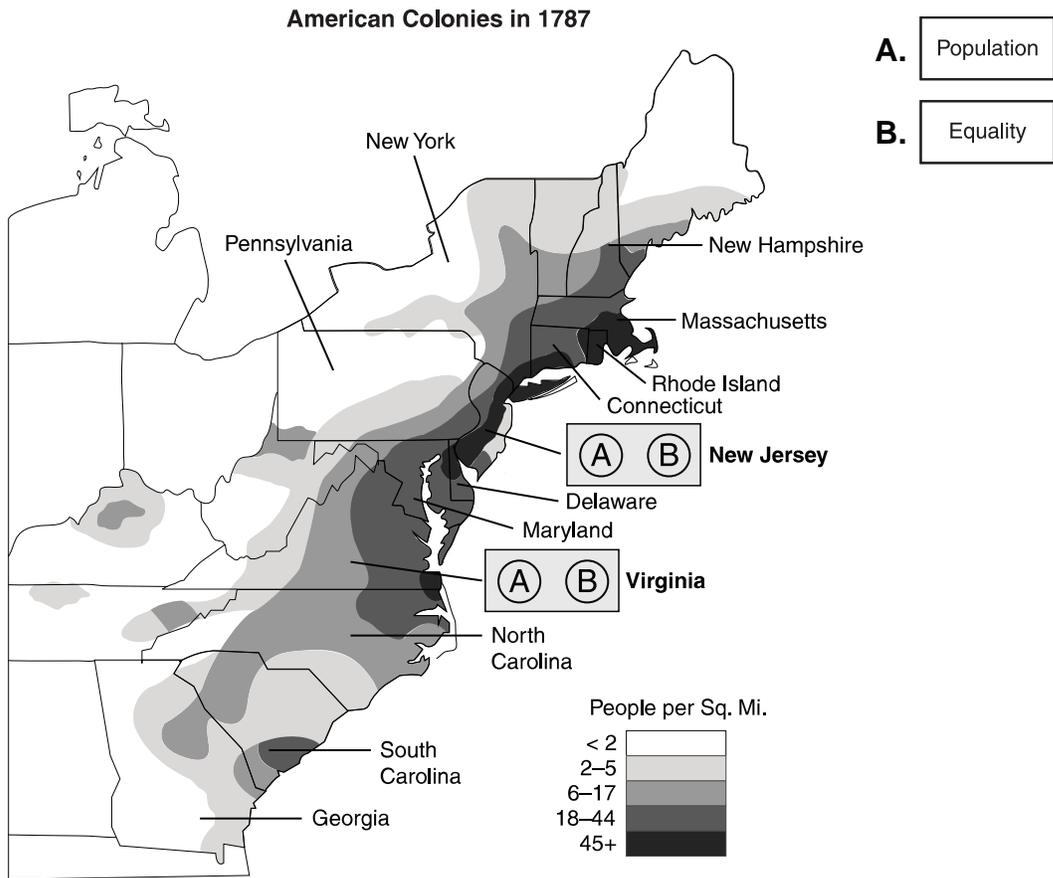
Article IX of the Articles of Confederation states, “The United States in Congress assembled shall also have the sole and exclusive right and power of regulating the alloy and value of coin struck by their own authority, or by that of the respective States.” While Congress had the right to regulate all forms of American currency, the Articles failed to call for a singular form of currency. This meant that the national government could print money, but each state could print money as well. Consequently, America had no uniform system of currency, which made trade between the states and with foreign entities much more difficult and less efficient.

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

Part A

Study the map of the American colonies during the Constitutional Convention in 1787.

Match each plan for representation in the Constitution to the state—New Jersey or Virginia—that would support the plan.



Part B

Explain why each state—New Jersey and Virginia—favored a specific plan. Use evidence from the map to support your answer.

Enter the answer in the box.

8. Read the quotation.

“ . . . nor shall any alteration at any time hereafter be made in any of them; unless such alteration be agreed to in a Congress of the United States, and be afterwards confirmed by the legislatures of every State.”

—Articles of Confederation: Article 6, Clause 2

Based on the quotation, which weakness of the Articles of Confederation is described?

- A. no power to tax citizens
- B. inability to control commerce
- C. lack of a strong central government
- D. difficulty making changes to government

9. Read the excerpt.

“No free man shall be seized or imprisoned, or stripped of his rights or possessions, or outlawed or exiled, or deprived of his standing in any way, nor will we proceed with force against him, or send others to do so, except by the lawful judgment of his equals or by the law of the land.”

—Magna Carta, Clause 39, 1215

Which ideas expressed in the excerpt are addressed in the United States Constitution?

Select all that apply.

- A. judicial review
- B. gender equality
- C. due process of law
- D. limited government
- E. divine right of kings
- F. freedom of the press

Go On ►

10. Match each provision of the Articles of Confederation to its corresponding effect.

	<div style="border: 1px solid black; padding: 5px; display: inline-block;">(A) (B) (C) (D)</div>	<div style="border: 1px solid black; padding: 10px; width: 150px;">The government could not resolve disputes between states.</div>
A.	<div style="border: 1px solid black; padding: 5px; display: inline-block;">No national executive branch</div>	
B.	<div style="border: 1px solid black; padding: 5px; display: inline-block;">Unanimous vote required to change the Articles of Confederation</div>	<div style="border: 1px solid black; padding: 10px; width: 150px;">The government could not carry out basic duties.</div>
C.	<div style="border: 1px solid black; padding: 5px; display: inline-block;">National government with no power to tax</div>	<div style="border: 1px solid black; padding: 10px; width: 150px;">The government could not enforce its laws.</div>
D.	<div style="border: 1px solid black; padding: 5px; display: inline-block;">No national judicial branch</div>	
	<div style="border: 1px solid black; padding: 5px; display: inline-block;">(A) (B) (C) (D)</div>	<div style="border: 1px solid black; padding: 10px; width: 150px;">The government could not easily adapt to new challenges.</div>

11. **Federalists made compromises to guarantee the ratification of the Constitution of the United States.**

Select one of the following compromises:

- Connecticut Compromise (Great Compromise)
- Three-Fifths Compromise

Identify the compromise you selected and briefly describe its key details. Then, explain one way the compromise affected how the Constitution of the United States was written.

Enter the answer in the box.

12. Read the quotation.

“Still one thing more, fellow-citizens—a wise and frugal Government shall . . . leave them otherwise free to regulate their own pursuits of industry and improvement, and shall not take from the mouth of labor the bread it has earned. This is the sum of good government, and this is necessary to close the circle of our felicities [*happiness*].”

—Thomas Jefferson, First Inaugural Address, March 4, 1801

How does the quotation demonstrate Jefferson’s beliefs about the importance of capitalism on the development of early American government?

- A. It explains the idea that people are free to create their own happiness and prosperity.
- B. It explains the idea that people who work will be paid with bread and other household goods.
- C. It explains the idea that people who work in certain industries will be expected to pay high taxes to the federal government.
- D. It explains the idea that people can choose to work in any industry, but the role of the federal government is to pay them for their work.

13. Select the concept that best describes each excerpt from the United States Constitution and Bill of Rights.

	Rule of Law	Representation	Due Process	Federalism
Tenth Amendment: “The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.”				
Article I, Section 3, Clause 1: “The Senate of the United States shall be composed of two Senators from each State, chosen by the Legislature thereof, for six Years; and each Senator shall have one Vote.”				
Sixth Amendment: “In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed.”				
Article II, Section 4: “The President, Vice President and all civil Officers of the United States, shall be removed from Office on Impeachment for, and Conviction of, Treason, Bribery, or other high Crimes and Misdemeanors.”				

14. Which Supreme Court cases helped to improve equal opportunity?

Select all that apply.

- A. “We conclude that, in the field of public education, the doctrine of ‘separate but equal’ has no place.” (*Brown v. Board of Education*)
- B. “Gauged by this standard, we cannot say that a law which authorizes or even requires the separation of the two races in public conveyances [*places/areas/situations*] is unreasonable.” (*Plessy v. Ferguson*)
- C. “But when, under conditions of modern warfare, our shores are threatened by hostile forces, the power to protect must be commensurate with the threatened danger.” (*Korematsu v. United States*)
- D. “Not only these precedents, but also reason and reflection, require us to recognize that, in our adversary system of criminal justice, any person haled into court, who is too poor to hire a lawyer, cannot be assured a fair trial unless counsel is provided for him.” (*Gideon v. Wainwright*)
- E. “We think [people of African ancestry] are not, and that they are not included, and were not intended to be included, under the word ‘citizens’ in the Constitution, and can therefore claim none of the rights and privileges which that instrument provides for and secures to citizens of the United States.” (*Dred Scott v. Sandford*)

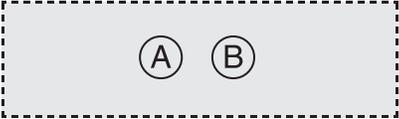
15. Select the letter of the steps in the election process below to indicate the correct order.

A. Wins the primary election.

B. Wins the general election.

1. Person declares intent to run for office.

2. Campaigns and gives speeches.

3. 

4. Campaigns and gives speeches.

5. 

6. Sworn into office.

16. Which institution is an example of representative democracy?

- A. United States Congress
- B. Department of the Interior
- C. Social Security Administration
- D. Federal Bureau of Investigation

Go On ►

17. Categorize each power as federal, state, or concurrent.

	Federal	State	Concurrent
creating a military			
funding of roads and bridges			
increasing sales tax to fund schools			
signing a trade agreement with another country			

18. Match each economic system to the correct example of that system.

<p>A. mixed economy</p>	<p>(A) (B) (C) (D)</p>	<p>Country A's government allows farmers to set prices for their produce and to decide how much to pay for labor without regulation or control.</p>
<p>B. market economy</p>	<p>(A) (B) (C) (D)</p>	<p>In Country B, the government sets the prices for all the produce that is sold in the country's shops and stores.</p>
<p>C. command economy</p>	<p>(A) (B) (C) (D)</p>	<p>Prices for produce in Country C are based on supply and demand. Privately owned companies sell produce at a high price when the demand for them is high. When demand is low, the prices fall in response.</p>
<p>D. laissez-faire economy</p>	<p>(A) (B) (C) (D)</p>	<p>In Country D, the government sets some business regulations, such as a minimum wage for workers. This country has both private and public companies that control growing and selling produce.</p>

Government

19. Select the boxes to identify which branch has the following powers.

	Legislative	Executive	Judicial
may veto a law, reject, or propose a law			
requires another branch to submit an annual budget			
may pass laws regarding issues not directly addressed in the Constitution			
declares laws and governmental actions unconstitutional			

20. Read the information.

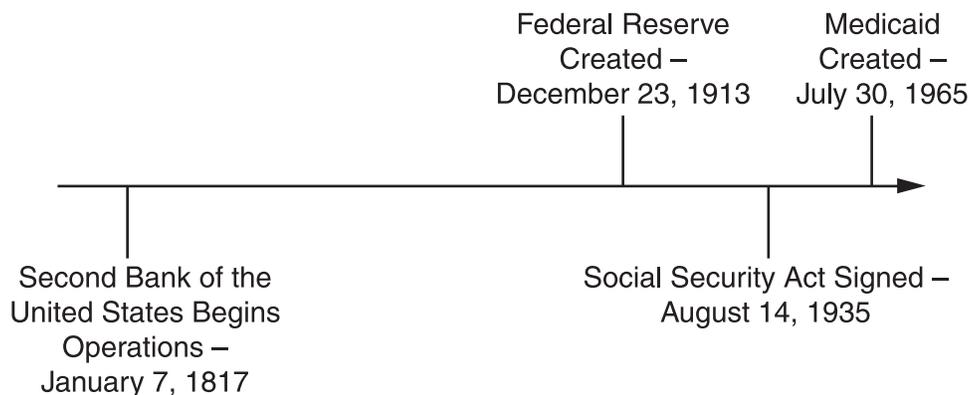
SSI (Social Security Insurance)
CCC (Civilian Conservation Corps)
FCC (Federal Communications Commission)
FDIC (Federal Deposit Insurance Corporation)

How did these programs change the role of government in the United States?

- A.** The federal government reduced its power because a loan was taken out to pay for the programs.
- B.** The state governments gained greater power by having control over which programs would be used.
- C.** The state governments grew less influential because the federal programs were designed to control the local economies.
- D.** The federal government gained influence because the programs changed the way people viewed the responsibilities of the government.

Go On ►

21. Study the timeline.



Which statement **best** explains how these institutions changed the role of government in the economy?

- A. The government took a larger part in directing the national economy.
- B. The government relied more on citizens for the nation's economic growth.
- C. The government allowed businesses to take more control of the nation's economy.
- D. The government gave the national economy greater protection from international markets.

22. Which situation is an example of the United States federal government taking an active role in the daily lives of citizens?

- A. The president appoints ambassadors to foreign countries.
- B. The legislative branch decides on the rules for Senate procedure.
- C. The president signs an executive order desegregating public schools.
- D. The Supreme Court hears a case between two states suing each other.

23. Read the scenario.

Janelle asked her state legislator to propose a bill to allow 16-year-olds to vote in presidential primaries if they will be 18 years old by the time of the general election. This idea has not been addressed yet in the laws of her state. Despite Janelle's efforts, her state legislator did not introduce the bill.

Based on this scenario, which option would be best for Janelle to use next in order for her idea to be made into a law?

- A. polling
 - B. boycott
 - C. initiative
 - D. referendum
24. Which statement best illustrates the role and influence of political parties?
- A. Political parties are only important at the national level.
 - B. Political parties represent all citizens to protect their natural rights.
 - C. Political parties are mostly focused on elections rather than issues.
 - D. Political parties address issues relevant to the citizens of the country.

Go On ►

25. Which actions are considered a civic duty and required by the government?

Select all that apply.

- A. pay taxes
- B. follow laws
- C. protest issues
- D. serve on a jury
- E. vote in elections
- F. write to elected officials

26. Which sources would be most helpful for research on Japanese relocation camps located in the western United States?

Select all that apply.

- A. a website, www.tourjapan.com
- B. an encyclopedia of Japanese culture
- C. a copy of the executive order legalizing the internment
- D. a museum dedicated to preserving artifacts and stories from Japanese internment
- E. an autobiography about a Japanese family living in the United States during World War II (1941–45)

27. Study the photograph.



Which statement can be concluded from the photograph?

- A. Citizens may protest to protect their rights.
- B. Citizens may petition the legislature to protect their rights.
- C. Citizens may go to the judicial branch to protect their rights.
- D. Citizens may depend on the executive branch to protect their rights.

Go On ►

28. Study the list of federal government programs.

New Deal Programs (1935)

The Social Security Act provided insurance for the elderly, provided disability insurance, and unemployment insurance.

FERA (Federal Emergency Relief Administration) provided training and jobs for the unemployed.

Great Society Programs (1965)

Medicare provided financial assistance to the elderly for medical care.

Medicaid provided financial assistance to the poor for medical care.

The Food Stamp Act provided financial assistance in purchasing food for the poor.

Based on the information about the changing role of government in the economy, what conclusion can be drawn?

- A.** The federal government has improved workplace safety and job security.
- B.** The federal government has reduced the role of aid to the needy and elderly.
- C.** The federal government has increased its role in providing medical and financial assistance.
- D.** The federal government has failed to provide social security protections to all elderly citizens.

29. Read the passage.

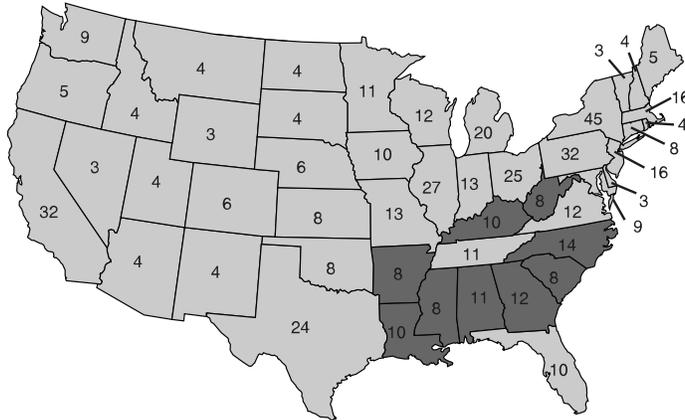
***Miranda v. Arizona* (1966) was a landmark decision of the United States Supreme Court in which the Court held that statements made in response to interrogation by a suspect in police custody will be admissible at trial only if the prosecution can show that the defendant was informed of the right to consult with an attorney before and during questioning.**

What is one result of the court's decision?

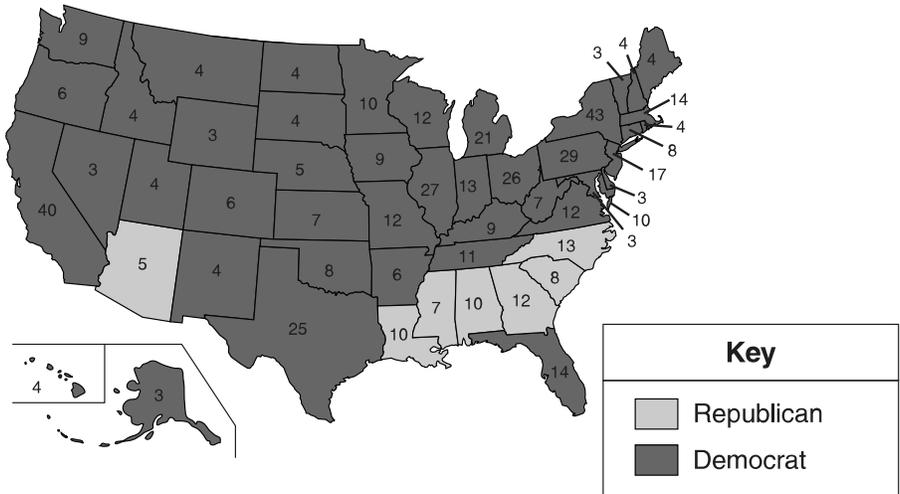
- A.** Potential witnesses to a crime do not have to speak during the trial.
- B.** Those that investigate crimes were given more power and authority.
- C.** Suspects are not required to speak to police without an attorney present.
- D.** Every citizen, whether innocent or guilty, now has access to a proper criminal trial.

30. Study the maps that show the results from two presidential elections.

1952 Presidential Election



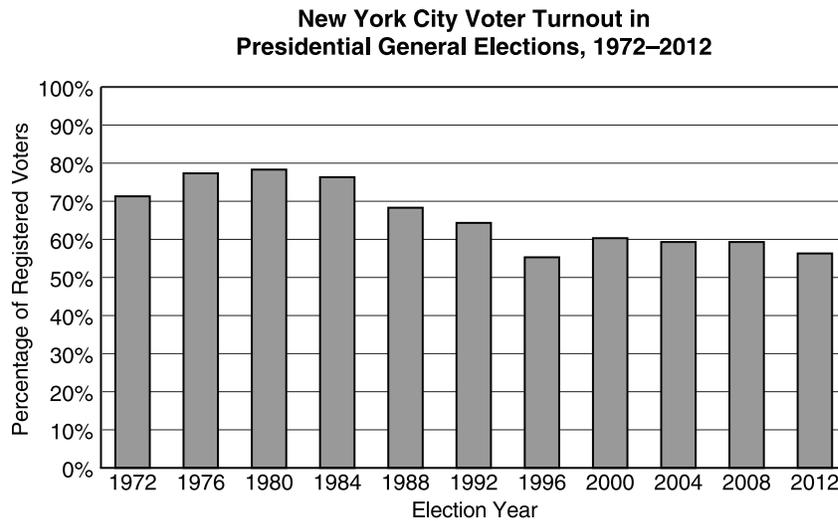
1964 Presidential Election



Which statement **best** explains the difference in presidential election results between 1952 and 1964?

- A. More citizens voted for president in 1952.
- B. Voters preferred the Democratic candidate in 1952.
- C. Republicans received broad nationwide support in 1964.
- D. There was a political and social shift in the South in 1964.

31. Study the chart.



Source: New York City Comptroller

The Twenty-Sixth Amendment (1971) extended the right to vote to 18-year-olds. Based on the chart, which statement about New York City voter turnout is correct?

- A. Voter turnout has not been affected by the Twenty-Sixth Amendment.
- B. Voter turnout in 2012 was the lowest on record since the Twenty-Sixth Amendment.
- C. There was a steady trend toward higher voter turnout since the Twenty-Sixth Amendment.
- D. There was an initial voter increase, but then a decline in voters since the Twenty-Sixth Amendment.

Go On ►

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

Part A

Read the quotation from an address by President Ronald Reagan.

“We in government should learn to look at our country with the eyes of the entrepreneur, seeing possibilities where others see only problems. That way, instead of the unemployed, we’d see a resource of potential workers waiting to add their labors, their ingenuity [*cleverness*], their creativity to an expanding marketplace. And instead of ghettos, we’d see potential enterprise zones, where increased incentives to work and invest could produce a renaissance [*revival*] of business activity and community involvement.”

—President Ronald Reagan, 1985

Which type of economic system was President Reagan describing?

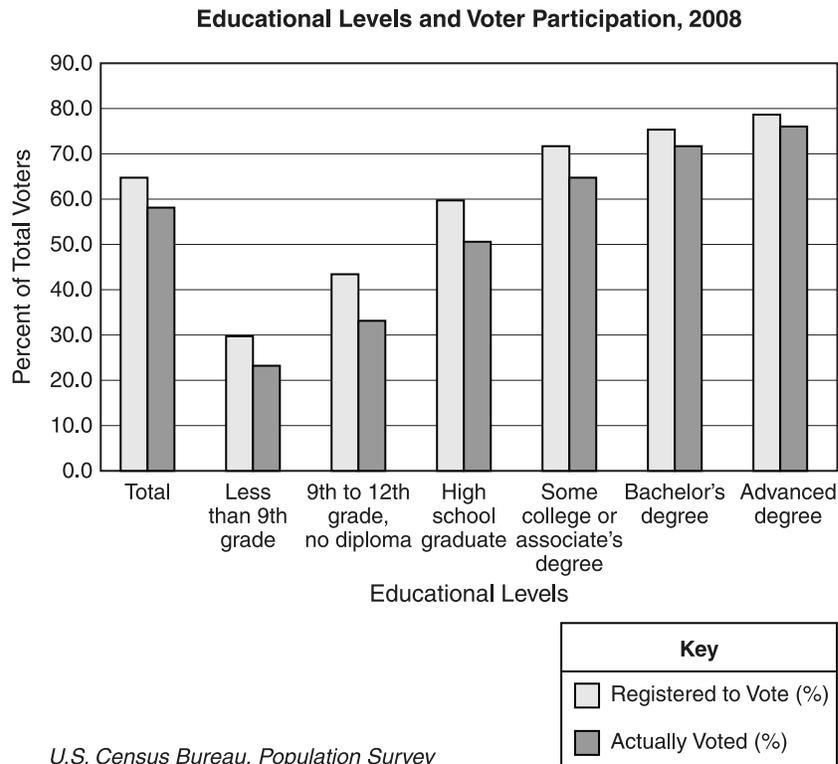
- A. market
- B. command
- C. traditional
- D. laissez-faire

Part B

Use one piece of information from the quotation as evidence to support your answer in Part A.

Enter the answer in the box.

33. Study the graph showing voter participation in the 2008 election.



Based on the graph, which conclusion can be made?

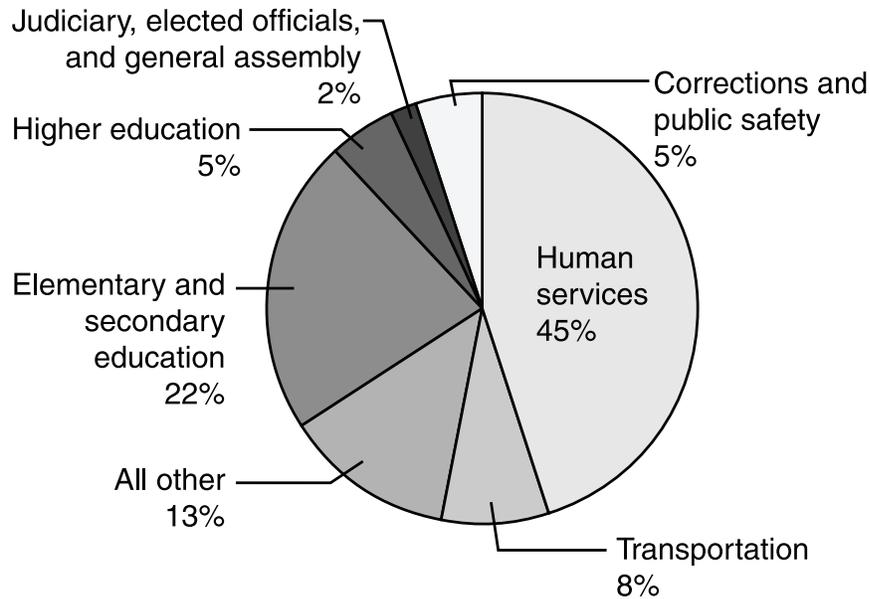
- A. Voters with higher education levels are more likely to participate in elections.
- B. High school graduates are more likely to vote than the average registered voter.
- C. Voters with less than a ninth grade education are more likely to vote than college graduates.
- D. The gap between “Registered to Vote” and “Actually Voted” is greater in groups with higher education levels.

Go On ►

34. Which question would best sway voters to eliminate the Electoral College?
- A. Why should we change a long-standing system?
 - B. How long would a national recount of the popular vote take?
 - C. How would small states be an important part of the electoral process?
 - D. Why should candidates who do not win the popular vote become president?

35. Study the graph.

Operating Budget of a State, 2016



Based on the graph, which conclusion can be made about the spending priorities of the state government?

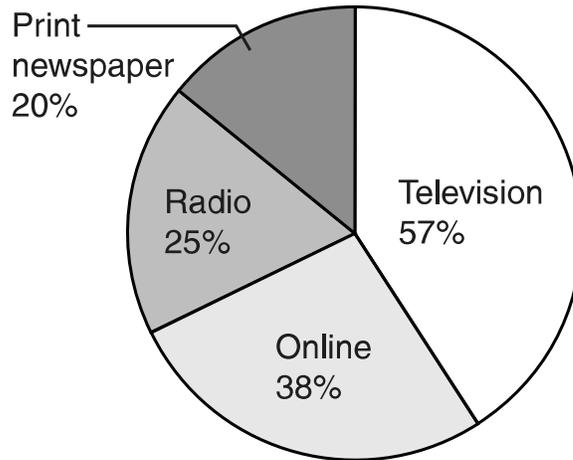
- A. The highest percentage is spent on human services.
- B. The highest priority is the education of young children.
- C. The transportation system is the main spending priority.
- D. The focus is on restructuring the criminal justice system.

Go On ►

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

Study the graph.

How Americans Get Their News (2016)



Part A

The graph suggests that Americans mainly receive information from which source?

- A. print news
- B. radio news
- C. traditional TV news
- D. online and social media

Part B

What is one main benefit that Americans may gain by going online for election news coverage instead of other sources?

- A. People are given a chance to argue politics.
- B. People are able to research the candidates and issues.
- C. Candidates can place advertisements that promote them.
- D. Political parties can highlight the candidates that favor their issues.

37. Which statement **best** describes the changing role of the executive bureaucracy?
- A. The power of the president has stayed the same.
 - B. The power and responsibility of the president has grown.
 - C. The president's power has been absorbed by the other branches.
 - D. The president's power has declined as amendments have been added to the Constitution.
38. Read the quotation.

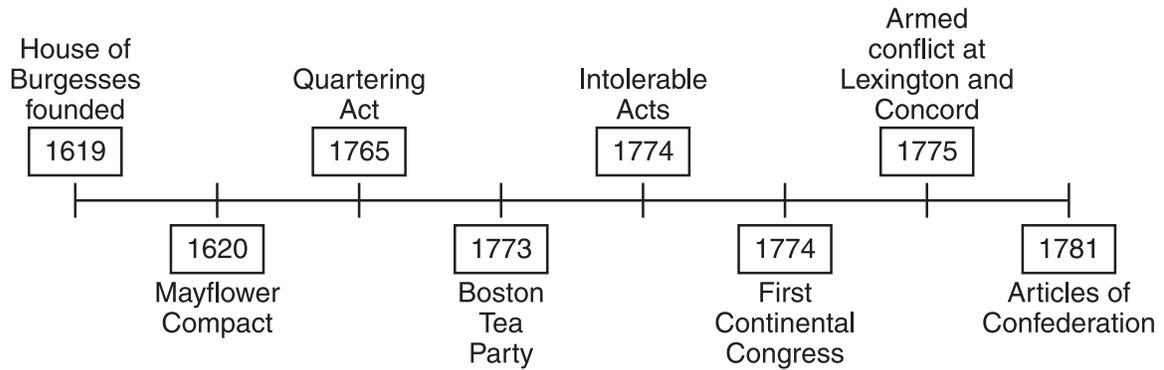
“The only way whereby any one divests himself of his natural liberty, and puts on the bonds of civil society, is by agreeing with other men to join and unite into a community for their comfortable, safe, and peaceable living one amongst another, in a secure enjoyment of their properties, and a greater security against any, that are not of it.”

—John Locke, Two Treatises of Government, 1689

A student is reading John Locke's *Two Treatises of Government* for a paper she is writing. The student is **most likely writing her paper about which of these topics?**

- A. different social contracts around the world
- B. the strengths of a large central government
- C. the expansion of suffrage in the United States
- D. the use of civil disobedience in achieving equality

39. What would be the best title for the timeline?



- A. Colonial Pursuit of Self-Rule
- B. Colonial Expansion of Due Process
- C. Colonial Creation of Social Contract
- D. Colonial Changes to the Articles of Confederation

ITEM TYPES

CR – Constructed Response

SA – Short Answer

ESR – Evidence-Based Selected Response

TE – Technology Enhanced

MC – Multiple Choice

WP – Writing Prompt

MS – Multi-Select Response

Session	Item	Type	MLS Code	Answer	Point(s)	Points Breakdown
1	1	MC	9-12.GV.4.EC.A	C	1	
1	2	MC	9-12.GV.4.PC.A	C	1	
1	3	TE	9-12.GV.1.CC.B	Numbers = left column Letters = right column B1,C2,A3	1	1 point for three correct answers
1	4	TE	9-12.GV.2.CC.A	Numbers = left column Letters = right column A4,B1,C3,D2	1	1 point for four correct answers
1	5	MC	9-12.GV.4.PC.A	B	1	
1	6	TE	9-12.GV.3.EC.A	D	1	

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Session	Item	Type	MLS Code	Answer	Point(s)	Points Breakdown
1	7	TE SA	9-12.GV.2.G.A	A1,B2 Sample 2-point response: Virginia would have favored proportional representation because they had a populous state, and therefore would gain greater representation with this type of plan. New Jersey would have favored a plan based on equal representation, as they were a smaller/less populated state and would not want to lose power under proportional representation. Sample 1-point response: Because they were a large state, Virginia would have wanted proportional representation, but New Jersey would have wanted the opposite because they were smaller.	3	1 point for two correct answers in Part A AND 2 points for Part B. 2 points = Student explains why each state would want a specific representation plan, using information from the map as support. 1 point = Student fully explains why only one of the two states would prefer a specific representation plan OR partially explains why both states would benefit from one type of representation plan or the other; support may be lacking or incomplete.
1	8	MC	9-12.GV.2.GS.C	D	1	
1	9	MS	9-12.GV.2.CC.A	C,D	1	1 point for two correct answers
1	10	TE	9-12.GV.2.GS.C	Numbers = left column Letters = right column A4,B3,C1,D2	1	1 point for four correct answers

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MS – Multi-Select Response

Session	Item	Type	MLS Code	Answer	Point(s)	Points Breakdown
1	11	SA	9-12.GV.3.CC.A	<p>Sample 2-Point Response: The three-fifths compromise granted slaveholding states the right to count three-fifths of their slave population when it came to apportioning the number of a state’s representatives to Congress. This enhanced southern power in House of Representatives but also increased tax burden on southern states. The wording of the compromise improved the chances for ratification by taking both southern states and northern states considerations on population into account.</p> <p>Sample 1-Point Response: The compromise improved the chances for ratification by taking both southern states and northern states considerations on population into account.</p> <p>Scoring Notes: The Connecticut Compromise / Great Compromise: - took parts of both Virginia Plan and New Jersey Plan to create a bicameral legislation - Senate/upper house would have two representatives per state; House of Representatives/lower house would have representatives based on each state's population - improved ratification by including both small and large states to have representation in Congress</p> <p>The Three-Fifths Compromise: - granted slaveholding states the right to count three-fifths of their slave population when it came to apportioning the number of a state’s representatives to Congress - enhanced southern power in House of Representatives but also increased tax burden on southern states - improved chances for ratification by taking both southern states and northern states considerations on population into account</p>	2	<p>2 points = Student describes the selected compromise AND explains how it affected the writing/drafting of the Constitution.</p> <p>1 point = Student describes a compromise OR explains how a compromise affected the writing of the Constitution (e.g., "It took both southern states and northern states concerns into account.")</p>

ITEM TYPES

CR – Constructed Response	SA – Short Answer
ESR – Evidence-Based Selected Response	TE – Technology Enhanced
MC – Multiple Choice	WP – Writing Prompt
MS – Multi-Select Response	

Session	Item	Type	MLS Code	Answer	Point(s)	Points Breakdown
1	12	MC	9-12.GV.2.EC.A	A	1	
1	13	TE	9-12.GV.3.GS.A	Letters = columns Numbers = rows D1,B2,C3,A4	4	1 point for each correct answer
1	14	MS	9-12.GV.1.GS.A	A,D	2	1 point for each correct answer
1	15	TE	9-12.GV.4.GS.C	A1,B2	1	1 point for two correct answers
1	16	MC	9-12.GV.3.GS.A	A	1	
1	17	TE	9-12.GV.3.GS.F	Letters = columns Numbers = rows A1,C2,B3,A4	2	2 points for all four correct answers, one point for three correct answers
1	18	TE	9-12.GV.2.EC.A	Numbers = left column Letters = right column A4,B3,C2,D1	1	1 point for four correct answers
1	19	TE	9-12.GV.3.CC.C	Letters = columns Numbers = rows C4,A3,B1,A2	2	2 points for all four correct answers, one point for three correct answers
1	20	MC	9-12.GV.3.EC.B	D	1	
1	21	MC	9-12.GV.3.EC.B	A	1	
1	22	MC	9-12.GV.4.CC.C	C	1	
1	23	MC	9-12.GV.4.CC.C	C	1	
1	24	MC	9-12.GV.4.GS.A	D	1	
1	25	MS	9-12.GV.4.GS.B	A,B,D	1	1 point for three correct answers
1	26	MS	9-12.GV.1.CC.C	C,D,E	1	1 point for three correct answers
1	27	MC	9-12.GV.1.GS.A	C	1	
1	28	MC	9-12.GV.3.PC.A	C	1	
1	29	MC	9-12.GV.1.GS.A	C	1	
1	30	MC	9-12.GV.4.G.A	D	1	
1	31	MC	9-12.GV.1.G.A	D	1	

ITEM TYPES

CR – Constructed Response

SA – Short Answer

ESR – Evidence-Based Selected Response

TE – Technology Enhanced

MC – Multiple Choice

WP – Writing Prompt

MS – Multi-Select Response

Session	Item	Type	MLS Code	Answer	Point(s)	Points Breakdown
1	32	MC SA	9-12.GV.1.EC.A	A Sample 1-point response: Evidence: - Reagan says that ghettos could become potential business areas through increased incentives to work and invest. Explanation: - This shows the role of limited government intervention, a characteristic of a market economy, through incentives such as tax breaks.	2	1 point for each correct part
1	33	MC	9-12.GV.4.G.A	A	1	
1	34	MC	9-12.GV.1.CC.D	D	1	
1	35	MC	9-12.GV.4.EC.A	A	1	
1	36	MC MC	9-12.GV.4.PC.B	C B	2	1 point for each correct part
1	37	MC	9-12.GV.3.CC.C	B	1	
1	38	MC	9-12.GV.1.CC.D	A	1	
1	39	MC	9-12.GV.2.CC.A	A	1	

