



2023-2025 Released Tests

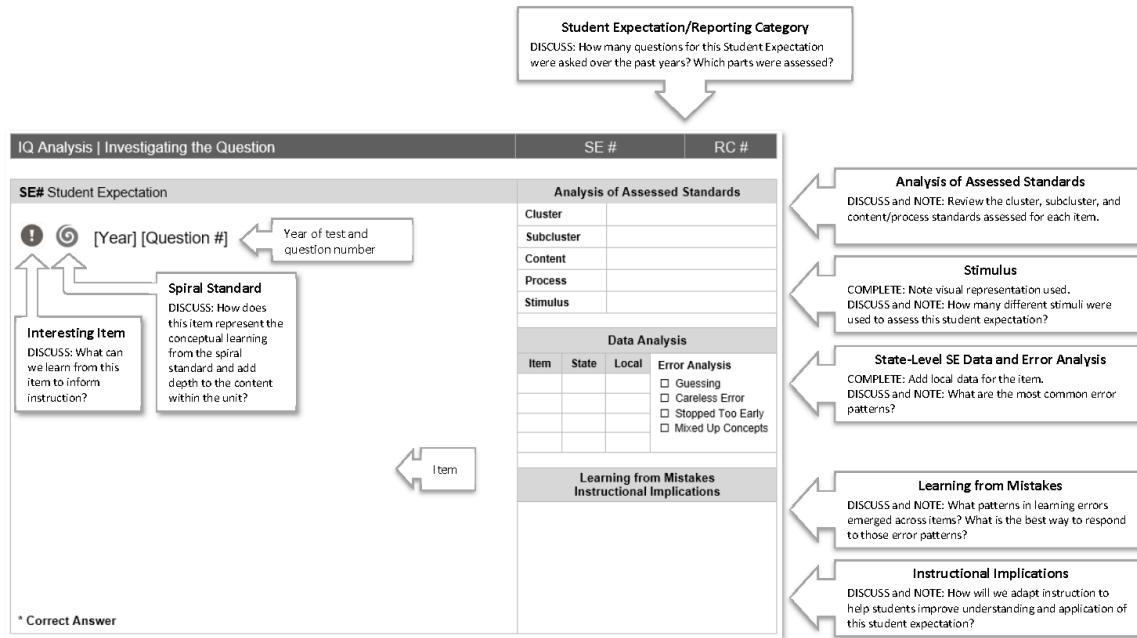
Aligned to the Standards

CONTENT BUILDER FOR THE PLC

Social Studies

U.S. History

IQ Analysis | Investigating the Question – Released Tests User Guide



In conjunction with the IQ analysis tool, the lead4ward field guides can be a helpful resource for understanding error patterns and instructional implications.

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Gilded Age

US.3 History. The student understands the political, economic, and social changes in the United States from 1877 to 1898.

Connected Knowledge and Skills US.5, US.15, US.23, US.25, US.26

IQ Analysis | Investigating the Question

US.3(B)

RC 1

<p>US.3(B) analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the growth of entrepreneurship, and the pros and cons of big business</p> <p>2024 – Q58</p> <p>Which factor promoted the U.S. cattle industry's rapid growth in the 1870s and early 1880s?</p> <ul style="list-style-type: none"> (A) New trade agreements between the government and ranchers in foreign countries (B) The construction of railroad lines connecting western ranches to markets in the East (C) Food shortages experienced in Northern cities following the end of the Civil War (D) A widespread willingness among immigrant groups to sell their land to beef producers 	Analysis of Assessed Standards		
	Cluster	Gilded Age	
	Subcluster	Growth and Change in the West	
	Content	Readiness	
	Process		
	Item Type	Multiple Choice (1 pt)	
	Stimulus		
Data Analysis			
	Item	State	Local
	A		
	B*	58	
	C		
	D		
Error Analysis			
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
Learning from Mistakes Instructional Implications			

*Correct Answer (B)

US.12(A) analyze the impact of physical and human geographic factors on the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee failure in New Orleans after Hurricane Katrina		Analysis of Assessed Standards	
 2025 – Q13	This photograph shows a geographical impact during the Klondike Gold Rush of 1897–1898.	Cluster	Gilded Age
		Subcluster	Growth and Change in the West
	A steamboat pulls up to the riverbank, ready to load up many cords of wood to continue its journey.	Content	Readiness
		Process	
		Item Type	Multiple Choice (1 pt)
		Stimulus	
Data Analysis			
	Item	State	Local
	A		
	B*	52	
	C		
	D		
Error Analysis			
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
Learning from Mistakes Instructional Implications			
*Correct Answer (B)			

IQ Analysis | Investigating the Question

US.13(A)

RC 2

US.13(A) analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt

2024 – Q23

This excerpt describes U.S. migration in the mid-to-late 1800s.

White settlers from the East poured across the Mississippi to mine, farm, and ranch. African-American settlers also came West from the Deep South, convinced by promoters of all-black Western towns that prosperity could be found there. Chinese . . . workers further added to the diversity of the region's population.

— "The American West, 1865-1900," Library of Congress,
www.loc.gov (accessed November 19, 2018)

Which factor contributed to the population shift described in this excerpt?

- (A) The granting of citizenship to American Indians
- (B) The building of transcontinental railroads
- (C) The relaxation of immigration quotas
- (D) The introduction of sharecropping

*Correct Answer (B)

Analysis of Assessed Standards

Cluster	Gilded Age
Subcluster	Growth and Change in the West
Content	Readiness
Process	
Item Type	Multiple Choice (1 pt)
Stimulus	

Data Analysis

Item	State	Local
A		
B*	51	
C		
D		

Error Analysis

- Guessing Mixed Up Concepts
 Careless Error Stopped Too Early

Learning from Mistakes
Instructional Implications

IQ Analysis | Investigating the Question

US.15(A)

RC 4

US.15(A) describe how the economic impact of the Transcontinental Railroad and the Homestead Act contributed to the close of the frontier in the late 19th century		Analysis of Assessed Standards	
2025 – Q43		Cluster	Gilded Age
This excerpt is from an essay written in the 1890s.		Subcluster	Growth and Change in the West
Railroads, fostered by land grants, sent an increasing tide of immigrants into the Far West. The United States Army fought a series of Indian wars in Minnesota, Dakota, and the Indian Territory. . . . The development of mines in Colorado had drawn isolated frontier settlements into that region, and Montana and Idaho were receiving settlers. The frontier was found in these mining camps and the ranches of the Great Plains. The superintendent of the census for 1890 reports . . . that the settlements of the West lie so scattered over the region that there can no longer be said to be a frontier line. —Frederick Jackson Turner, "The Significance of the Frontier in American History," July 12, 1893	Content	Supporting	
		Process	
		Item Type	Multiple Choice (1 pt)
		Stimulus	
Data Analysis			
Item	State	Local	
A*	25		
B			
C			
D			
Error Analysis			
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts		
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early		
Learning from Mistakes Instructional Implications			
*Correct Answer (A)			

US.15(A) describe how the economic impact of the Transcontinental Railroad and the Homestead Act contributed to the close of the frontier in the late 19th century	Analysis of Assessed Standards		
2024 – Q49 This excerpt is from a law passed in the 1860s.	Cluster Gilded Age Subcluster Growth and Change in the West Content Supporting		
	Process		
	Item Type Multiple Choice (1 pt)		
	Stimulus		
	Data Analysis		
	Item	State	Local
	A		
	B		
	C*	53	
	D		
	Error Analysis		
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
	Learning from Mistakes Instructional Implications		

*Correct Answer (C)

IQ Analysis | Investigating the Question

US.25(B)

RC 2

US.25(B) describe the Americanization movement to assimilate immigrants and American Indians into American culture		Analysis of Assessed Standards	
! 2023 – Q47		Cluster	Gilded Age
How did the federal government attempt to assimilate American Indians in the late nineteenth century?		Subcluster	Growth and Change in the West
Select TWO correct answers.		Content	Supporting
<input type="checkbox"/> American Indian children were sent to boarding schools.		Process	
<input type="checkbox"/> American Indian artifacts were displayed in public places.		Item Type	Multiselect (2 pts)
<input type="checkbox"/> American Indians were denied access to basic goods.		Stimulus	
<input type="checkbox"/> American Indians were allowed to return to their native lands.		Data Analysis	
<input type="checkbox"/> American Indian tribal lands were divided into individual plots.		Item	State
*Correct Answer (A, E)		Full Credit	42
		No Credit	13
		Partial Credit	45
		Error Analysis	
		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
		<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
		Learning from Mistakes Instructional Implications	

IQ Analysis | Investigating the Question

US.13(B)

RC 2

US.13(B) analyze the causes and effects of changing demographic patterns resulting from immigration to the United States		Analysis of Assessed Standards	
 2025 – Q46	Why did Congress pass the Chinese Exclusion Act of 1882?	Cluster	Gilded Age
	<input type="checkbox"/> A To enhance business ownership and expand ethnic communities for Chinese immigrants	Subcluster	Immigration
	<input type="checkbox"/> B To address concerns over increased competition for jobs and rising Chinese immigration rates	Content	Readiness
	<input type="checkbox"/> C To force Chinese immigrants into rural internment camps in an effort to maintain national security	Process	
	<input type="checkbox"/> D To discourage Chinese immigrants from building self-sufficient communities in cities around the country	Item Type	Multiple Choice (1 pt)
		Stimulus	
Data Analysis			
Item	State	Local	
A			
B*	51		
C			
D			
Error Analysis			
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts		
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early		
Learning from Mistakes Instructional Implications			

*Correct Answer (B)

US.15(C) explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882, the Open Door Policy, Dollar Diplomacy, and immigration quotas		Analysis of Assessed Standards																
2024 – Q15		Cluster	Gilded Age															
This excerpt about the Chinese Exclusion Act is from an Arizona newspaper article published in the early 1900s.		Subcluster	Immigration															
One of the big questions which is agitating this country at the present time is the Chinese exclusion act and the effect its rigid enforcement has . . . on American commerce. . . . The cry for more liberal immigration laws for the Chinese comes wholly from the manufacturers.		Content	Supporting															
— "The Chinese Exclusion Act," The Bisbee Daily Review, June 30, 1905		Process																
<p>Based on the excerpt and your knowledge of U.S. history, how did the Chinese Exclusion Act affect the U.S. economy?</p> <ul style="list-style-type: none"> (A) Companies lobbied to be able to hire non-Chinese workers. (B) Some industries criticized the loss of Chinese workers. (C) Some industries had a reduced desire to impose tariffs on Chinese goods. (D) Companies were prohibited from trading Chinese goods. 																		
<p>*Correct Answer (B)</p>																		
Data Analysis <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Item</th><th style="text-align: center;">State</th><th style="text-align: center;">Local</th></tr> </thead> <tbody> <tr> <td style="text-align: center;">A</td><td></td><td></td></tr> <tr> <td style="text-align: center;">B*</td><td style="text-align: center;">42</td><td></td></tr> <tr> <td style="text-align: center;">C</td><td></td><td></td></tr> <tr> <td style="text-align: center;">D</td><td></td><td></td></tr> </tbody> </table>				Item	State	Local	A			B*	42		C			D		
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B*	42																	
C																		
D																		
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<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts																	
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early																	
Learning from Mistakes Instructional Implications																		

US.25(B) describe the Americanization movement to assimilate immigrants and American Indians into American culture	Analysis of Assessed Standards	
2024 – Q57	Cluster	Gilded Age
This excerpt is from a summary of a silent movie created in 1920.	Subcluster	Immigration
An Italian immigrant arrives in America unable to speak English. Following disappointments and misfortunes, he takes language classes and ascends the ladder of success. Created as an education tool directed at industrial workers, this short drama was intended to help . . . immigrants.	Content	Supporting
— "The Making of an American," <i>Library of Congress</i>	Process	
	Item Type	Multiple Choice (1 pt)
	Stimulus	
	Data Analysis	
	Item	State
A		
B		
C*	70	
D		
	Error Analysis	
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
	Learning from Mistakes Instructional Implications	
*Correct Answer (C)		

IQ Analysis | Investigating the Question

US.3(A)

RC 1

US.3(A) analyze political issues such as Indian policies, the growth of political machines, and civil service reform		Analysis of Assessed Standards			
! 2023 – Q60		Cluster	Gilded Age		
This excerpt describes some activities of political machines.		Subcluster	Industrialization		
At the turn of the 20th century, many U.S. cities were run by collections of self-serving political machines. These organizations controlled access to political power by rigging votes, buying people's loyalty—and their ballots.		Content	Readiness		
—Bureau of International Information Programs, U.S. Department of State, share.america.gov (accessed October 17, 2018)		Process			
What was one additional way that urban political machines "controlled access to political power"?		Item Type	Multiple Choice (1 pt)		
<p>A By requiring candidates to pass civil service exams</p> <p>B By introducing referendum and recall elections</p> <p>C By securing jobs and contracts for supporters</p> <p>D By lobbying to introduce literacy tests</p>		Stimulus			
Data Analysis					
	Item	State	Local		
	A	17			
	B	29			
	C*	42			
	D	13			
Error Analysis					
<input type="checkbox"/> Guessing		<input type="checkbox"/> Mixed Up Concepts			
<input type="checkbox"/> Careless Error		<input type="checkbox"/> Stopped Too Early			
Learning from Mistakes Instructional Implications					
*Correct Answer (C)					

<p>US.3(B) analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the growth of entrepreneurship, and the pros and cons of big business</p>	<h3 style="text-align: center;">Analysis of Assessed Standards</h3>																	
<p>2025 – Q59</p>		Cluster Gilded Age Subcluster Industrialization Content Readiness Process Item Type Multiple Choice (1 pt) Stimulus																
<p>This excerpt is from a speech given at the Democratic National Convention in 1896.</p> <div style="border: 1px solid black; padding: 10px;"> <p>There are two ideas of government. There are those who believe that if you just legislate to make the well-to-do prosperous that their prosperity will leak through on those below. The Democratic idea has been that if you legislate to make the masses prosperous their prosperity will find its way up and through every class that rests upon it.</p> <p>You come to us and tell us that the great cities are in favor of the gold standard. I tell you that the great cities rest upon these broad and fertile prairies. Burn down your cities and leave our farms, and your cities will spring up again as if by magic. But destroy our farms and the grass will grow in the streets of every city in this country.</p> <p style="text-align: right;"><i>—William Jennings Bryan, Cross of Gold Speech, July 9, 1896</i></p> </div>																		
<p>Based on the excerpt and your knowledge of U.S. history, why did a majority of voters in the South and West support William Jennings Bryan in the presidential election of 1896?</p> <p>(A) The economic status of farmers had recently improved because of an increase in the value of crops on the global market.</p> <p>(B) There was a major decline in the amount of arable land available to farmers because of urban sprawl.</p> <p>(C) The invention of the tractor and the steel plow led to a rapid increase in rural farming populations.</p> <p>(D) There was substantial economic inequality between urban businesses and rural farmers.</p> <p>*Correct Answer (D)</p>		<h3 style="text-align: center;">Data Analysis</h3> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Item</th> <th style="text-align: left;">State</th> <th style="text-align: left;">Local</th> </tr> </thead> <tbody> <tr> <td>A</td> <td></td> <td></td> </tr> <tr> <td>B</td> <td></td> <td></td> </tr> <tr> <td>C</td> <td></td> <td></td> </tr> <tr> <td>D*</td> <td style="text-align: center;">35</td> <td></td> </tr> </tbody> </table>		Item	State	Local	A			B			C			D*	35	
Item	State	Local																
A																		
B																		
C																		
D*	35																	
		Error Analysis <p><input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts</p> <p><input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early</p>																
		<h3 style="text-align: center;">Learning from Mistakes Instructional Implications</h3>																

<p>US.3(B) analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the growth of entrepreneurship, and the pros and cons of big business</p>	<p>Analysis of Assessed Standards</p>												
<p>! 2024 – Q19</p> <p>Which statements describe effects of industrialization during the late nineteenth century?</p> <p>Select TWO correct answers.</p>	<table border="1"> <tr> <td>Cluster</td><td>Gilded Age</td></tr> <tr> <td>Subcluster</td><td>Industrialization</td></tr> <tr> <td>Content</td><td>Readiness</td></tr> <tr> <td>Process</td><td></td></tr> <tr> <td>Item Type</td><td>Multiselect (2 pts)</td></tr> <tr> <td>Stimulus</td><td></td></tr> </table>	Cluster	Gilded Age	Subcluster	Industrialization	Content	Readiness	Process		Item Type	Multiselect (2 pts)	Stimulus	
Cluster	Gilded Age												
Subcluster	Industrialization												
Content	Readiness												
Process													
Item Type	Multiselect (2 pts)												
Stimulus													
<ul style="list-style-type: none"> <input type="checkbox"/> Women were increasingly excluded from the workforce. <input type="checkbox"/> Consumer goods became available at lower prices. <input type="checkbox"/> Cloth production was fueled by the use of water-powered mills. <input type="checkbox"/> Manufacturers sped up production by using more efficient processes. <input type="checkbox"/> Factory owners were limited by shortages of available labor. 	<p>Data Analysis</p> <table border="1"> <thead> <tr> <th>Item</th><th>State</th><th>Local</th></tr> </thead> <tbody> <tr> <td>Full Credit</td><td>53</td><td></td></tr> <tr> <td>No Credit</td><td>13</td><td></td></tr> <tr> <td>Partial Credit</td><td>35</td><td></td></tr> </tbody> </table> <p>Error Analysis</p> <ul style="list-style-type: none"> <input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early <p>Learning from Mistakes Instructional Implications</p>	Item	State	Local	Full Credit	53		No Credit	13		Partial Credit	35	
Item	State	Local											
Full Credit	53												
No Credit	13												
Partial Credit	35												
<p>*Correct Answer (B, D)</p>													

<p>US.3(B) analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the growth of entrepreneurship, and the pros and cons of big business</p>	<p>Analysis of Assessed Standards</p>															
<p>2023 – Q53</p>	<p>Cluster Gilded Age</p>															
<p>This excerpt is from testimony given by an anonymous worker.</p>	<p>Subcluster Industrialization</p>															
<p>I work harder now than when my pay was twice as large. Less than five years ago wages were from \$12 to \$18 a week currency; now they are from \$6 to \$12, and work not as steady. . . . During working hours the men are not allowed to speak to each other, though working close together, on pain of instant discharge. Men are hired to watch and patrol the shop.</p>	<p>Content Readiness</p>															
<p style="text-align: right;">—Massachusetts Bureau of Statistics of Labor, 1879</p>	<p>Process</p>															
<p>In the late 1800s, which action taken by American workers was MOST successful in addressing the problems described in this excerpt?</p>	<p>Item Type Multiple Choice (1 pt)</p>															
<p>(A) Seizing the means of production from business owners</p> <p>(B) Joining the organized labor union movement</p> <p>(C) Organizing investigations into the use of child labor</p> <p>(D) Protesting to force the government to eliminate tariffs</p>	<p>Stimulus</p>															
<p>* Correct Answer (B)</p>	<p>Data Analysis</p> <table border="1"> <thead> <tr> <th>Item</th> <th>State</th> <th>Local</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>11</td> <td></td> </tr> <tr> <td>B*</td> <td>69</td> <td></td> </tr> <tr> <td>C</td> <td>10</td> <td></td> </tr> <tr> <td>D</td> <td>10</td> <td></td> </tr> </tbody> </table> <p>Error Analysis</p> <p><input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts</p> <p><input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early</p> <p>Learning from Mistakes Instructional Implications</p>	Item	State	Local	A	11		B*	69		C	10		D	10	
Item	State	Local														
A	11															
B*	69															
C	10															
D	10															

IQ Analysis | Investigating the Question

US.3(C)

RC 1

US.3(C) analyze social issues affecting women, minorities, children, immigrants, and urbanization		Analysis of Assessed Standards	
2025 – Q22	This excerpt describes working conditions in the late 1800s and early 1900s.	Cluster	Gilded Age
	The working conditions in factories were often harsh. Hours were long, typically ten to twelve hours a day. Working conditions were frequently unsafe and led to deadly accidents. Tasks tended to be divided for efficiency's sake which led to repetitive and monotonous work for employees. —“America at Work,” Library of Congress, www.loc.gov (accessed April 3, 2019)	Subcluster	Industrialization
		Content	Readiness
		Process	
		Item Type	Multiple Choice (1 pt)
		Stimulus	
Data Analysis			
	Item	State	Local
	A		
	B*	73	
	C		
	D		
Error Analysis			
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
Learning from Mistakes Instructional Implications			
*Correct Answer (B)			

US.5(B) evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, Susan B. Anthony, Jane Addams, Ida B. Wells, and W. E. B. DuBois on American society		Analysis of Assessed Standards	
2024 – Q2	This excerpt is from a pamphlet written in 1906.	Cluster	Gilded Age
	A city is in many respects a great business corporation, but in other respects it is enlarged housekeeping. . . . May we not say that city housekeeping has failed partly because women, the traditional housekeepers, have not been consulted as to its [various] activities?	Subcluster	Industrialization
	—Jane Addams	Content	Supporting
		Process	
		Item Type	Multiple Choice (1 pt)
		Stimulus	
Data Analysis			
	Item	State	Local
	A		
	B		
	C		
	D*	75	
Error Analysis			
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
Learning from Mistakes Instructional Implications			
*Correct Answer (D)			

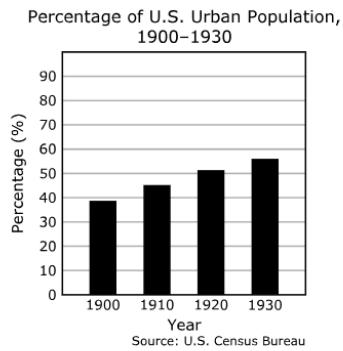
US.13(A) analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt

Analysis of Assessed Standards

Cluster	Gilded Age
Subcluster	Industrialization
Content	Readiness
Process	
Item Type	Multiple Choice (1 pt)
Stimulus	

2025 – Q15

This graph shows U.S. population data from the 1900s.



Based on the graph and your knowledge of U.S. history, which factor describes the **PRIMARY** cause for the population shift shown in the graph?

- A Economic opportunity
- B Government intervention
- C Social reform
- D Environmental disaster

*Correct Answer (A)

Data Analysis

Item	State	Local
A*	71	
B		
C		
D		

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

IQ Analysis | Investigating the Question

US.15(B)

RC 4

US.15(B) describe the changing relationship between the federal government and private business, including the growth of free enterprise, costs and benefits of laissez-faire, Sherman Antitrust Act, Interstate Commerce Act, and Pure Food and Drug Act

2025 – Q57

In the early twentieth century, the federal government began to regulate private businesses in order to protect consumers. Which federal government action is an example of this policy?

- (A) Allowing corporations to form trusts
- (B) Setting high tariff rates on foreign goods
- (C) Purchasing gold and silver to back currency
- (D) Requiring accurate labels on food and drugs

Analysis of Assessed Standards

Cluster	Gilded Age
Subcluster	Industrialization
Content	Readiness
Process	
Item Type	Multiple Choice (1 pt)
Stimulus	

Data Analysis

Item	State	Local
A		
B		
C		
D*	54	

Error Analysis

- Guessing Mixed Up Concepts
 Careless Error Stopped Too Early

**Learning from Mistakes
Instructional Implications**

*Correct Answer (D)

US.15(B) describe the changing relationship between the federal government and private business, including the growth of free enterprise, costs and benefits of laissez-faire, Sherman Antitrust Act, Interstate Commerce Act, and Pure Food and Drug Act

2024 – Q52

This excerpt provides background information on legislation passed during the 1880s.

Small businesses and farmers were protesting that the railroads charged them higher rates than larger corporations, and that the railroads were also setting higher rates for short hauls than for long-distance hauls. . . .

. . . When Congress failed to act, some states adopted their own railroad regulations. . . . Continued public anger over unfair railroad rates prompted Illinois senator Shelby M. Cullom to hold [congressional] hearings.

—*United States Senate, Senate Historical Office*

Which statement describes a direct result of these actions?

- (A) Congress passed a law allowing farmers to charter railroad companies.
- (B) Congress passed the Sherman Antitrust Act to encourage competition among railroad companies.
- (C) Congress passed the Interstate Commerce Act to regulate railroad prices.
- (D) Congress passed a law allowing railroads to sue farmers for exposing railroad prices.

*Correct Answer (C)

Analysis of Assessed Standards

Cluster	Gilded Age
Subcluster	Industrialization
Content	Readiness
Process	
Item Type	Multiple Choice (1 pt)
Stimulus	

Data Analysis

Item	State	Local
A		
B		
C*	69	
D		

Error Analysis

- Guessing Mixed Up Concepts
 Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

IQ Analysis | Investigating the Question

US.26(A)

RC 4

US.26(A) explain the effects of scientific discoveries and technological innovations such as electric power, telephone and satellite communications, petroleum-based products, steel production, and computers on the economic development of the United States



2025 – Q50

This question has two parts.

This excerpt is about technological innovation in the steel industry.

Bessemer's famous one-step process for producing cheap, high-quality steel made it possible for engineers to envision transcontinental railroads, sky-scraping office towers, bay-spanning bridges, unsinkable ships, and mass-produced horseless carriages. . . .

Steel was the obvious choice of metal to replace cast iron. Yet it was only producible in small batches, and the extremely high temperatures required to burn off impurities . . . required large amounts of costly fuels. . . .

. . . As he refined the process, Bessemer found that his steel was lighter and easier to shape than traditionally made metals, and that he could produce far greater quantities of it at a rate 10 times faster.

—Michael MacRae, "Henry Bessemer," *The American Society of Mechanical Engineers, 2012*

Part A

How did the Bessemer process influence the U.S. economy?

- (A) It expanded the use of automation instead of workers.
- (B) It increased reliance on foreign imports of machinery.
- (C) It created growth through infrastructure development.
- (D) It encouraged better working conditions in factories.

Part B

Which statement provides evidence that supports the answer to Part A?

- (A) . . . made it possible for engineers to envision transcontinental railroads, sky-scraping office towers . . .
- (B) . . . the obvious choice of metal to replace cast iron. Yet it was only producible in small batches. . . .
- (C) . . . the extremely high temperatures required to burn off impurities . . . required large amounts of costly fuels. . . .
- (D) . . . he refined the process, Bessemer found that his steel was lighter and easier to shape. . . .

*Correct Answer (Part A: Option C; Part B: Option A)

Analysis of Assessed Standards

Cluster	Gilded Age
Subcluster	Industrialization
Content	Readiness
Process	
Item Type	Multipart (2 pts)
Stimulus	

Data Analysis

Item	State	Local
Full Credit	54	
No Credit	28	
Partial Credit	17	

Error Analysis

- Guessing Mixed Up Concepts
 Careless Error Stopped Too Early

**Learning from Mistakes
Instructional Implications**

<p>US.26(A) explain the effects of scientific discoveries and technological innovations such as electric power, telephone and satellite communications, petroleum-based products, steel production, and computers on the economic development of the United States</p>	<p>Analysis of Assessed Standards</p>																	
<p>2024 – Q43</p>	<p>Cluster Gilded Age Subcluster Industrialization Content Readiness Process Item Type Multiple Choice (1 pt) Stimulus</p>																	
<p>Why was the development of electric lighting important to the economic development of the United States?</p>	<p>Data Analysis</p>																	
<p>(A) It limited production to certain geographic regions.</p>	<table border="1"> <thead> <tr> <th>Item</th><th>State</th><th>Local</th></tr> </thead> <tbody> <tr> <td>A</td><td></td><td></td></tr> <tr> <td>B</td><td></td><td></td></tr> <tr> <td>C*</td><td>70</td><td></td></tr> <tr> <td>D</td><td></td><td></td></tr> </tbody> </table>			Item	State	Local	A			B			C*	70		D		
Item	State	Local																
A																		
B																		
C*	70																	
D																		
<p>(B) It increased the need for producers to manage costs.</p>	<p>Error Analysis</p>																	
<p>(C) It expanded the available hours for production.</p>	<p><input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early</p>																	
<p>(D) It lowered the cost of energy for manufacturers.</p>	<p>Learning from Mistakes Instructional Implications</p>																	
<p>*Correct Answer (C)</p>																		

US.26(A) explain the effects of scientific discoveries and technological innovations such as electric power, telephone and satellite communications, petroleum-based products, steel production, and computers on the economic development of the United States

2023 – Q30

Which statement describes one way that the Bessemer process contributed to the economic development of the United States?

- (A) The demand for iron decreased, and iron mines closed.
- (B) The increase in telephone lines reduced the time to communicate over long distances.
- (C) The mass production of steel allowed the construction of taller buildings.
- (D) The development of vaccines lowered the cost of medical care.

*Correct Answer (C)

Analysis of Assessed Standards

Cluster	Gilded Age
Subcluster	Industrialization
Content	Readiness
Process	
Item Type	Multiple Choice (1 pt)
Stimulus	

Data Analysis

Item	State	Local
A	7	
B	18	
C*	63	
D	12	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

Progressive Era

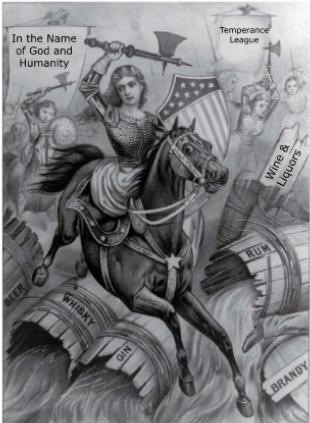
US.5 History. The student understands the effects of reform and third-party movements in the early 20th century.

Connected Knowledge and Skills US.6, US.9, US.14, US.15, US.21, US.22

IQ Analysis | Investigating the Question

US.3(C)

RC 1

US.3(C) analyze social issues affecting women, minorities, children, immigrants, and urbanization		Analysis of Assessed Standards		
2023 – Q62		Cluster	Progressive Era	
This 1874 political cartoon expressed an opinion about a social issue.		Subcluster	Progressivism	
"Woman's Holy War – Grand Charge on the Enemy's Works"		Content	Readiness	
		Process		
		Item Type	Multiple Choice (1 pt)	
		Stimulus		
Data Analysis				
Item	State	Local		
A	9			
B*	72			
C	16			
D	3			
Error Analysis				
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts			
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early			
Learning from Mistakes Instructional Implications				
*Correct Answer (B)				

IQ Analysis | Investigating the Question

US.5(A)

RC 1

US.5(A) analyze the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments		Analysis of Assessed Standards	
2025 – Q41	Cluster	Progressive Era	
Which lasting impact resulted from changes to how the federal government collects revenue following passage of the Sixteenth Amendment in 1913?	Subcluster	Progressivism	
(A) U.S. citizens paying higher prices for goods because of increased tariffs	Content	Readiness	
(B) U.S. citizens paying lower prices for goods because of the abolition of tariffs	Process		
(C) U.S. citizens paying income taxes at varying rates based on level of income	Item Type	Multiple Choice (1 pt)	
(D) U.S. citizens paying income taxes at the same rate regardless of level of income	Stimulus		
*Correct Answer (C)	Data Analysis		
	Item	State	Local
	A		
	B		
	C*	58	
	D		
Error Analysis			
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
Learning from Mistakes			
Instructional Implications			

US.5(A) analyze the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments	Analysis of Assessed Standards					
2023 – Q50	Cluster	Progressive Era				
In 1894, during the Progressive Era, Congress enacted a tax that less than 1 percent of U.S. households had to pay. This cartoon was published in 1895 in reaction to the new tax.	Subcluster	Progressivism				
	Content	Readiness				
<p>Process</p>						
<p>Item Type</p>		Multiple Choice (1 pt)				
<p>Stimulus</p>						
Data Analysis						
<table border="1" data-bbox="1095 549 1509 591"> <thead> <tr> <th data-bbox="1095 549 1176 591">Item</th><th data-bbox="1176 549 1274 591">State</th><th data-bbox="1274 549 1509 591">Local</th></tr> </thead> </table>	Item	State	Local			
Item	State	Local				
A	11					
B*	70					
C	13					
D	5					
Error Analysis						
<input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts						
<input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early						
Learning from Mistakes Instructional Implications						
*Correct Answer (B)						

US.11(B) identify significant social and political issues such as health care, immigration, and education from different viewpoints across the political spectrum		Analysis of Assessed Standards	
2023 – Q57		Cluster	Progressive Era
This timeline describes events associated with the American Federation of Labor-Congress of Industrial Organizations (AFL-CIO).		Subcluster	Progressivism
		Content	Supporting
		Process	
		Item Type	Multiple Choice (1 pt)
		Stimulus	
Data Analysis			
	Item	State	Local
	A*	65	
	B	22	
	C	7	
	D	6	
Error Analysis			
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
Learning from Mistakes Instructional Implications			
*Correct Answer (A)			

IQ Analysis | Investigating the Question

US.14(B)

RC 2

US.14(B) identify the roles of governmental entities and private citizens in managing the environment such as the establishment of the National Park System, the Environmental Protection Agency (EPA), and the Endangered Species Act

2023 – Q22

Selected U.S. National Parks

- Carlsbad Caverns, New Mexico
- Grand Canyon, Arizona
- Big Bend, Texas
- Crater Lake, Oregon

Why were parks like those on this list established?

- (A) To decrease the effects of climate change
- (B) To preserve natural resources
- (C) To allow the federal government to obtain fossil fuels
- (D) To control flooding in remote areas

*Correct Answer (B)

Analysis of Assessed Standards

Cluster	Progressive Era
Subcluster	Progressivism
Content	Supporting
Process	
Item Type	Multiple Choice (1 pt)
Stimulus	

Data Analysis

Item	State	Local
A	8	
B*	76	
C	9	
D	7	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes
Instructional Implications

US.15(B) describe the changing relationship between the federal government and private business, including the growth of free enterprise, costs and benefits of laissez-faire, Sherman Antitrust Act, Interstate Commerce Act, and Pure Food and Drug Act

! 2023 – Q61

This list describes facts related to the Pullman Strike of 1894.

The Pullman Strike, 1894

- The Pullman Company makes railcars and creates a town for its workers to live in.
- An economic crisis decreases Pullman Company's profits, leading to wage cuts but no decrease in workers' rents.
- Pullman ignores its workers' demands, leading to a strike and national boycott of Pullman cars.
- The federal government becomes involved after mail delivery is affected.

Determine whether each federal government action helped private businesses or helped workers during the Pullman Strike of 1894.

Select the correct answer in each row.

Government Action	Helped Private Businesses	Helped Workers
Federal courts ruled against those leading the boycotts and strikes.	<input type="checkbox"/>	<input type="checkbox"/>
The federal government sent troops to Illinois in order to break the strike.	<input type="checkbox"/>	<input type="checkbox"/>
President Grover Cleveland signed an act making Labor Day a national holiday.	<input type="checkbox"/>	<input type="checkbox"/>
Union officials were arrested and jailed for violating court orders.	<input type="checkbox"/>	<input type="checkbox"/>

* Correct Answer (Helped Private Businesses: Federal courts ruled against those leading the boycotts and strikes. The federal government sent troops to Illinois in order to break the strike. Helped Workers: President Grover Cleveland signed an act making Labor Day a national holiday.)

Analysis of Assessed Standards

Cluster	Progressive Era
Subcluster	Progressivism
Content	Readiness
Process	
Item Type	Match Table Grid (2 pts)
Stimulus	

Data Analysis

Item	State	Local
Full Credit	38	
No Credit	8	
Partial Credit	54	

Error Analysis

- Guessing Mixed Up Concepts
 Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

US.3(C) analyze social issues affecting women, minorities, children, immigrants, and urbanization		Analysis of Assessed Standards	
2025 – Q1	The National American Woman Suffrage Association (NAWSA) was founded in 1890 under the leadership of Elizabeth Cady Stanton. What was the PRIMARY goal of this organization?	Cluster	Progressive Era
		Subcluster	Progress Towards Equality
		Content	Readiness
		Process	
		Item Type	Multiple Choice (1 pt)
		Stimulus	
		Data Analysis	
		Item	State
		A*	89
		B	
		C	
		D	
		Error Analysis	
		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
		<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
		Learning from Mistakes Instructional Implications	
*Correct Answer (A)			

IQ Analysis | Investigating the Question

US.6(A)

RC 1

US.6(A) analyze causes and effects of events and social issues such as immigration, Social Darwinism, the Scopes Trial, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women

2023 – Q31

This question has two parts.

This excerpt is about the effects of the Nineteenth Amendment.

The Nineteenth Amendment officially eliminated sex as a barrier to voting throughout the United States. . . . And yet, the legacy of the Nineteenth Amendment . . . turned out to be complicated. It advanced equality between the sexes but left . . . inequalities of class, race, and ethnicity intact. It stimulated important policy changes but left many reform goals unachieved. It helped women, above all white women, find new footings in government agencies, political parties, and elected offices . . . and yet left most outside the halls of power.

—Liette Gidlow, "Beyond 1920: The Legacies of Woman Suffrage," National Park Service, 2020

Analysis of Assessed Standards

Cluster	Progressive Era
Subcluster	Progress Towards Equality
Content	Readiness
Process	
Item Type	Multipart (2 pts)
Stimulus	

Data Analysis

Item	State	Local
Full Credit	24	
No Credit	61	
Partial Credit	15	

Error Analysis

- Guessing Mixed Up Concepts
 Careless Error Stopped Too Early

Learning from Mistakes
Instructional Implications

*Correct Answer (B, C)

IQ Analysis | Investigating the Question

US.9(A)

RC 1

US.9(A) trace the historical development of the civil rights movement from the late 1800s through the 21st century, including the 13th, 14th, 15th, and 19th amendments		Analysis of Assessed Standards	
2024 – Q17	These excerpts are from two amendments to the U.S. Constitution.	Cluster	Progressive Era
	The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude. —Fifteenth Amendment	Subcluster	Progress Towards Equality
	The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex. —Nineteenth Amendment	Content	Readiness
	How did each of these amendments contribute to the development of civil rights in the United States?	Process	
	Select the correct answer in each row.	Item Type	Match Table Grid (2 pts)
		Stimulus	
Data Analysis			
	Item	State	Local
	Full Credit	66	
	No Credit	5	
	Partial Credit	29	
Error Analysis			
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
Learning from Mistakes Instructional Implications			
<p>*Correct Answer ("Increased political power for women" 19th Amendment, "Increased political participation for men" 15th Amendment, "Met goals of the suffragist movement" 19th Amendment, "Met goals of the abolitionist movement" 15th Amendment)</p>			

IQ Analysis | Investigating the Question

US.21(A)

RC 3

US.21(A) discuss values crucial to America's success as a constitutional republic, including liberty, egalitarianism, individualism, populism, and laissez-faire		Analysis of Assessed Standards	
2025 – Q61		Cluster	Progressive Era
This excerpt is from a book published in the 1800s about democracy in the United States.		Subcluster	Progress Towards Equality
Which selection demonstrates Alexis de Tocqueville's belief that U.S. citizens are free to pursue economic opportunities without much interference?		Content	Supporting
Select the correct answer.		Process	
No sooner do you set foot upon the American soil than <u>you are stunned by a kind of [commotion]</u> ; . . . a thousand simultaneous <u>voices demand the immediate satisfaction of their social wants</u> . Everything is in motion around you; . . . there, <u>the election of a representative is going on</u>		Item Type	Hot Text (1 pt)
The <u>American Union has no enemies to contend with</u> ; it stands in the wilds like an island in the ocean. . . .		Stimulus	
The territory of the Union presents a <u>boundless field to human activity, and inexhaustible materials for industry</u> .		Data Analysis	
—Alexis de Tocqueville, Democracy in America, 1835		Item	State
		Full Credit	51
		No Credit	49
*Correct Answer (<u>boundless field to human activity, and inexhaustible materials for industry</u>)		Error Analysis	
		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
		<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
		Learning from Mistakes Instructional Implications	

US.21(A) discuss values crucial to America's success as a constitutional republic, including liberty, egalitarianism, individualism, populism, and laissez-faire	Analysis of Assessed Standards		
2024 – Q22	Cluster	Progressive Era	
In what way has the concept of laissez-faire contributed to U.S. economic success?	Subcluster	Progress Towards Equality	
	Content	Supporting	
	Process		
(A) The government can collect federal income taxes to pay for programs.	Item Type	Multiple Choice (1 pt)	
(B) Businesses will adjust production levels based on market forces.	Stimulus		
(C) The government can raise tariff levels to protect domestic industry.	Data Analysis		
(D) Businesses will follow regulations to comply with federal law.	Item	State	Local
	A		
	B*	35	
	C		
	D		
*Correct Answer (B)	Error Analysis		
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
	Learning from Mistakes Instructional Implications		

IQ Analysis | Investigating the Question

US.22(B)

RC 3

		Analysis of Assessed Standards	
2025 – Q29		Cluster	Progressive Era
		Subcluster	Progress Towards Equality
		Content	Supporting
		Process	
		Item Type	Multiple Choice (1 pt)
		Stimulus	
Data Analysis			
Item	State	Local	
A*	72		
B			
C			
D			
Error Analysis			
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts		
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early		
Learning from Mistakes Instructional Implications			
*Correct Answer (A)			

IQ Analysis | Investigating the Question

US.25(A)

RC 2

US.25(A) explain actions taken by people to expand economic opportunities and political rights for racial, ethnic, gender, and religious groups in American society		Analysis of Assessed Standards	
2023 – Q27	This excerpt is from a women's suffrage leaflet.	Cluster	Progressive Era
		Subcluster	Progress Towards Equality
		Content	Readiness
		Process	
		Item Type	Multiple Choice (1 pt)
		Stimulus	
Data Analysis			
	Item	State	Local
	A	13	
	B	10	
	C*	73	
	D	4	
Error Analysis			
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
Learning from Mistakes Instructional Implications			
*Correct Answer (C)			

Rise of a World Power

US.4 History. The student understands the emergence of the United States as a world power between 1898 and 1920.

Connected Knowledge and Skills US.2, US.15, US.21, US.23

IQ Analysis | Investigating the Question

US.4(A)

RC 1

US.4(A) explain why significant events, policies, and individuals, including the Spanish-American War, U.S. expansionism, Alfred Thayer Mahan, Theodore Roosevelt, and Sanford B. Dole moved the United States into the position of a world power

2025 – Q19

This excerpt is from a book by an influential American author of the nineteenth century.

The influence of the government will be felt in its most legitimate manner in maintaining an armed navy, of a size commensurate with the growth of its shipping and the importance of the interests connected with it.

—Captain Alfred T. Mahan, 1890

During the late 1800s, how did the U.S. government support implementation of the policy described in this excerpt?

- (A) By granting France commercial rights to the Panama Canal
- (B) By recognizing Mexico's independence and sovereignty
- (C) By obtaining coaling stations in the Pacific
- (D) By adopting an isolationist foreign policy toward countries in the Caribbean

Analysis of Assessed Standards

Cluster	Rise of a World Power
Subcluster	U.S. Expansionism
Content	Readiness
Process	
Item Type	Multiple Choice (1 pt)
Stimulus	

Data Analysis

Item	State	Local
A		
B		
C*	28	
D		

Error Analysis

- Guessing Mixed Up Concepts
 Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

*Correct Answer (C)

US.4(A) explain why significant events, policies, and individuals, including the Spanish-American War, U.S. expansionism, Alfred Thayer Mahan, Theodore Roosevelt, and Sanford B. Dole moved the United States into the position of a world power

2025 – Q48

This excerpt is from a presidential message.

It is an effort frankly directed to the increase of American trade upon the [self-evident] principle that the Government of the United States shall extend all proper support to every legitimate and beneficial American enterprise abroad.

—President William Howard Taft, December 3, 1912

Which statement describes one goal of the policy described in the excerpt?

- (A) The expansion of tariffs on U.S. exports
- (B) The global expansion of U.S. businesses
- (C) The reduction of U.S. manufacturing regulations
- (D) The reduction of U.S. assistance for domestic businesses

*Correct Answer (B)

Analysis of Assessed Standards

Cluster	Rise of a World Power
Subcluster	U.S. Expansionism
Content	Readiness
Process	
Item Type	Multiple Choice (1 pt)
Stimulus	

Data Analysis

Item	State	Local
A		
B*	56	
C		
D		

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

US.4(A) explain why significant events, policies, and individuals, including the Spanish-American War, U.S. expansionism, Alfred Thayer Mahan, Theodore Roosevelt, and Sanford B. Dole moved the United States into the position of a world power

2024 – Q6

Why did people such as President William McKinley and Sanford B. Dole argue that the annexation of Hawai‘i would benefit the United States?

Select **TWO** correct answers.

- The United States could establish its policy of isolation.
- The U.S. military would gain bases in the Pacific Ocean.
- The United States would gain valuable metal and lumber resources.
- The U.S. economy would benefit from new resources such as fruit and sugar.
- The U.S. military could protect Latin America from European forces.

*Correct Answer (B, D)

Analysis of Assessed Standards

Cluster	Rise of a World Power
Subcluster	U.S. Expansionism
Content	Readiness
Process	
Item Type	Multiselect (2 pts)
Stimulus	

Data Analysis

Item	State	Local
Full Credit	46	
No Credit	9	
Partial Credit	45	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

US.4(A) explain why significant events, policies, and individuals, including the Spanish-American War, U.S. expansionism, Alfred Thayer Mahan, Theodore Roosevelt, and Sanford B. Dole moved the United States into the position of a world power

Analysis of Assessed Standards

Cluster	Rise of a World Power
Subcluster	U.S. Expansionism
Content	Readiness
Process	
Item Type	Hot Spot (2 pts)
Stimulus	

Data Analysis

Item	State	Local
Full Credit	8	
No Credit	43	
Partial Credit	49	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

*Correct Answer (The Panama Canal increased global trade. The United States sent troops to Caribbean countries. The Great White Fleet sailed around the world.)

IQ Analysis | Investigating the Question

US.4(B)

RC 1

US.4(B) evaluate American expansionism, including acquisitions such as Guam, Hawaii, the Philippines, and Puerto Rico

2025 – Q42

This cartoon of President Theodore Roosevelt was published in a magazine in 1905.

The World's Constable



What was the main idea of this political cartoon?

- (A) The United States expanded immigration from other countries.
- (B) The United States mediated conflicts between other countries.
- (C) The United States traded natural resources to other countries.
- (D) The United States supported voting rights in other countries.

*Correct Answer (B)

Analysis of Assessed Standards

Cluster	Rise of a World Power
Subcluster	U.S. Expansionism
Content	Supporting
Process	
Item Type	Multiple Choice (1 pt)
Stimulus	

Data Analysis

Item	State	Local
A		
B*	60	
C		
D		

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

US.4(B) evaluate American expansionism, including acquisitions such as Guam, Hawaii, the Philippines, and Puerto Rico	Analysis of Assessed Standards															
<p>2023 – Q39</p> <p>This letter describes the acquisition of a territory in 1898.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>Having received the surrender of the Island of Guam, I took formal possession at 2:45 p.m., hoisting the American flag on Fort Santa Cruz and saluting it with 21 guns from the <i>Charleston</i>. . . . No Spanish vessel of war has visited Guam during the last eighteen months.</p> <p style="text-align: center;"><i>—Letter from Captain Henry Glass to Secretary of the Navy John D. Long, June 24, 1898</i></p> </div>	<p>Cluster Rise of a World Power</p> <p>Subcluster U.S. Expansionism</p> <p>Content Supporting</p> <p>Process</p> <p>Item Type Multiple Choice (1 pt)</p> <p>Stimulus</p>															
<p>How did this acquisition benefit the United States in the early twentieth century?</p> <p>(A) By showing other nations the advantages of Dollar Diplomacy</p> <p>(B) By securing U.S. presence in the Pacific Ocean</p> <p>(C) By demonstrating naval superiority in the Caribbean Sea</p> <p>(D) By proving to other nations that the United States would enforce the Open Door Policy</p> <p>*Correct Answer (B)</p>	<p>Data Analysis</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Item</th> <th style="text-align: center;">State</th> <th style="text-align: center;">Local</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">A</td> <td style="text-align: center;">8</td> <td></td> </tr> <tr> <td style="text-align: center;">B*</td> <td style="text-align: center;">39</td> <td></td> </tr> <tr> <td style="text-align: center;">C</td> <td style="text-align: center;">31</td> <td></td> </tr> <tr> <td style="text-align: center;">D</td> <td style="text-align: center;">23</td> <td></td> </tr> </tbody> </table> <p>Error Analysis</p> <p><input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts</p> <p><input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early</p> <p>Learning from Mistakes</p> <p>Instructional Implications</p>	Item	State	Local	A	8		B*	39		C	31		D	23	
Item	State	Local														
A	8															
B*	39															
C	31															
D	23															

US.12(A) analyze the impact of physical and human geographic factors on the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee failure in New Orleans after Hurricane Katrina		Analysis of Assessed Standards																			
2024 – Q56		Cluster	Rise of a World Power																		
What were TWO geographic obstacles that were encountered during the construction of the Panama Canal?		Subcluster	U.S. Expansionism																		
Think about the question carefully. Then enter your answers in the box provided.		Content	Readiness																		
		Process																			
		Item Type	Short Constructed Response (2 pts)																		
		Stimulus																			
Data Analysis																					
<table border="1"> <thead> <tr> <th>Item</th> <th>State</th> <th>Local</th> </tr> </thead> <tbody> <tr> <td>Full Credit</td> <td>9</td> <td></td> </tr> <tr> <td>No Credit</td> <td>71</td> <td></td> </tr> <tr> <td>Partial Credit</td> <td>20</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>				Item	State	Local	Full Credit	9		No Credit	71		Partial Credit	20							
Item	State	Local																			
Full Credit	9																				
No Credit	71																				
Partial Credit	20																				
Error Analysis																					
<input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early																					
Learning from Mistakes Instructional Implications																					

Chars 0/475

*Correct Answer (See Scoring Guide)

IQ Analysis | Investigating the Question

US.15(D)

RC 4

US.15(D) describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States		Analysis of Assessed Standards	
2023 – Q58	Which statement describes a direct result of the Spanish-American War?	Cluster	Rise of a World Power
	(A) American citizens protested the use of the military draft.	Subcluster	U.S. Expansionism
	(B) The United States gained new overseas markets.	Content	Readiness
	(C) American businesses wanted to limit foreign trade.	Process	
	(D) The United States adopted an isolationist foreign policy.	Item Type	Multiple Choice (1 pt)
		Stimulus	
Data Analysis			
Item	State	Local	
A	11		
B*	39		
C	19		
D	31		
Error Analysis			
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts		
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early		
Learning from Mistakes Instructional Implications			
*Correct Answer (B)			

US.4(C) identify the causes of World War I and reasons for U.S. entry		Analysis of Assessed Standards					
2025 – Q47		Cluster	Rise of a World Power				
		Subcluster	World War I				
		Content	Readiness				
		Process					
		Item Type	Multiple Choice (1 pt)				
		Stimulus					
Data Analysis							
	Item	State	Local				
	A						
	B						
	C						
	D*	33					
Error Analysis							
<input type="checkbox"/> Guessing		<input type="checkbox"/> Mixed Up Concepts					
<input type="checkbox"/> Careless Error		<input type="checkbox"/> Stopped Too Early					
Learning from Mistakes Instructional Implications							

*Correct Answer (D)

US.4(C) identify the causes of World War I and reasons for U.S. entry		Analysis of Assessed Standards	
!	2023 – Q59	Cluster	Rise of a World Power
	These chapter titles are from a book published in 1915.	Subcluster	World War I
	Which chapter titles identify the MOST DIRECT reasons that the United States declared war on Germany in 1917?	Content	Readiness
	Select THREE correct answers.	Process	
	<input type="checkbox"/> The Supreme Crime Against Civilization: The Tragic Destruction of the Lusitania	Item Type	Hot Spot (2 pts)
	<input type="checkbox"/> Destroying the Priceless Monuments of Civilization	Stimulus	
	<input type="checkbox"/> Facing Death in the Trenches		
	<input type="checkbox"/> How "Neutral" Waters Are Violated		
	<input type="checkbox"/> The Deadly Submarine and Its Stealthy Destruction		
	<input type="checkbox"/> Wholesale Slaughter by Poisonous Gases		
Data Analysis			
	Item	State	Local
	Full Credit	32	
	No Credit	26	
	Partial Credit	42	
Error Analysis			
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
Learning from Mistakes Instructional Implications			
*Correct Answer (The Supreme Crime Against Civilization: The Tragic Destruction of the Lusitania, How "Neutral" Waters Are Violated, The Deadly Submarine and Its Stealthy Destruction)			

IQ Analysis | Investigating the Question

US.4(D)

RC 1

US.4(D) understand the contributions of the American Expeditionary Forces (AEF) led by General John J. Pershing, including the Battle of Argonne Forest		Analysis of Assessed Standards	
2025 – Q36		Cluster	Rise of a World Power
This timeline provides information about selected events of World War I.		Subcluster	World War I
February 1, 1917	Germany starts using unrestricted submarine warfare again.	Content	Supporting
April 6, 1917	The United States declares war on Germany.	Process	
October 1917–November 1918	?	Item Type	Multiple Choice (1 pt)
		Stimulus	
Data Analysis			
Item	State	Local	
A			
B			
C			
D*	40		
Error Analysis			
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts		
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early		
Learning from Mistakes Instructional Implications			
*Correct Answer (D)			

IQ Analysis | Investigating the Question

US.4(F)

RC 1

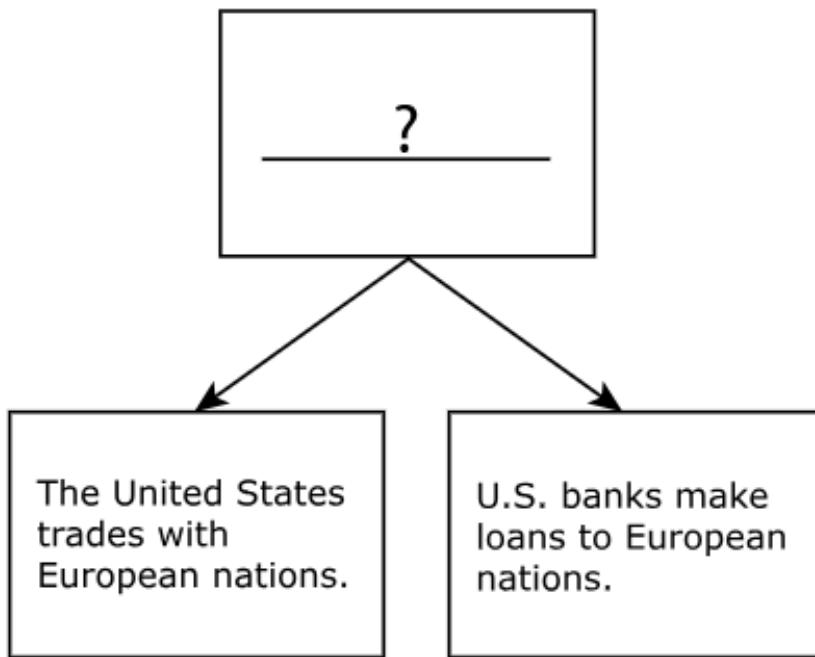
US.4(F) analyze major issues raised by U.S. involvement in World War I, including isolationism, neutrality, Woodrow Wilson's Fourteen Points, and the Treaty of Versailles		Analysis of Assessed Standards	
2025 – Q30		Cluster	Rise of a World Power
This excerpt is from a presidential address to Congress requesting a declaration of war against Germany.		Subcluster	World War I
I have called the Congress into extraordinary session because there are serious . . . choices of policy to be made. . . .		Content	Readiness
. . . The Imperial German Government . . . use[d] its submarines to sink every vessel that sought to approach either the ports of Great Britain and Ireland or the western coasts of Europe. . . .		Process	
It is a war against all nations. American ships have been sunk, American lives taken . . . but the ships and people of other neutral and friendly nations have been sunk and overwhelmed in the waters in the same way. There has been no discrimination. The challenge is to all mankind.		Item Type	Multiple Choice (1 pt)
—President Woodrow Wilson, Message to Congress, April 2, 1917		Stimulus	
Data Analysis			
Item	State	Local	
A			
B*	71		
C			
D			
Error Analysis			
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts		
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early		
Learning from Mistakes Instructional Implications			

*Correct Answer (B)

US.4(F) analyze major issues raised by U.S. involvement in World War I, including isolationism, neutrality, Woodrow Wilson's Fourteen Points, and the Treaty of Versailles

! 2024 – Q12

This chart shows events related to World War I.



Which title correctly replaces the question mark in this chart?

(A) Benefits of U.S. Expansionism

(B) Benefits of U.S. Neutrality

(C) Benefits of U.S. Militarism

(D) Benefits of U.S. Nationalism

*Correct Answer (B)

Analysis of Assessed Standards

Cluster	Rise of a World Power
Subcluster	World War I
Content	Readiness
Process	
Item Type	Multiple Choice (1 pt)
Stimulus	

Data Analysis

Item	State	Local
A		
B*	32	
C		
D		

Error Analysis

- Guessing Mixed Up Concepts
 Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

US.15(D) describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States	Analysis of Assessed Standards		
2025 – Q23	Cluster	Rise of a World Power	
This excerpt is about the U.S. economy during World War I.	Subcluster	World War I	
Entry into the war in 1917 unleashed massive U.S. federal spending which shifted national production from civilian to war goods. Between 1914 and 1918, some 3 million people were added to the military and half a million to the government. —Carlos Lozada, "The Economics of World War I," National Bureau of Economic Research, January 2005	Content	Readiness	
	Process		
	Item Type	Multiple Choice (1 pt)	
	Stimulus		
Data Analysis			
<input type="checkbox"/> Purchases of government bonds decreased.	Item	State	Local
<input type="checkbox"/> Taxes on domestic profits decreased.	A		
<input type="checkbox"/> Domestic unemployment rates decreased.	B		
<input checked="" type="checkbox"/> Trade with foreign governments decreased.	C*	48	
	D		
Error Analysis			
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts		
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early		
Learning from Mistakes Instructional Implications			

*Correct Answer (C)

US.15(D) describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States		Analysis of Assessed Standards	
2024 – Q27		Cluster	Rise of a World Power
Which results occurred on the home front because of U.S. involvement in World War I?		Subcluster	World War I
Select TWO correct answers.		Content	Readiness
<input type="checkbox"/> Industrial production decreased as U.S. citizens bought fewer goods and services.		Process	
<input type="checkbox"/> Wages decreased as companies faced rising taxes and governmental restrictions on exports.		Item Type	Multiselect (2 pts)
<input type="checkbox"/> Companies hired women to work in jobs traditionally reserved for men.		Stimulus	
<input type="checkbox"/> African Americans migrated to northern cities in order to improve their standard of living.		Data Analysis	
<input type="checkbox"/> Job competition caused the U.S. government to expel Mexican Americans to Mexico.		Item	State
		Full Credit	15
		No Credit	19
		Partial Credit	66
		Error Analysis	
<input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early		Learning from Mistakes	
Instructional Implications			
*Correct Answer (C, D)			

US.18(B) explain constitutional issues raised by federal government policy changes during times of significant events, including World War I, the Great Depression, World War II, the 1960s, and September 11, 2001



This list highlights a federal law enacted during World War I.

Select Criminal Actions in the Sedition Act, 1918

- speaking against the U.S. government
- publishing any writing critical of the U.S. government
- inciting any restriction of the production of war-related products

Which statement describes the primary objection of opponents to the Sedition Act?

- (A) The Sedition Act blocked ratification of the Treaty of Versailles.
- (B) The Sedition Act did not prohibit membership in the Socialist Party.
- (C) The Sedition Act did not fine offenders enough to satisfy the Progressive Party.
- (D) The Sedition Act violated civil liberties guaranteed by the U.S. Constitution.

*Correct Answer (D)

Analysis of Assessed Standards

Cluster	Rise of a World Power
Subcluster	World War I
Content	Readiness
Process	
Item Type	Multiple Choice (1 pt)
Stimulus	

Data Analysis

Item	State	Local
A		
B		
C		
D*	66	

Error Analysis

- Guessing Mixed Up Concepts
 Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

IQ Analysis | Investigating the Question

US.26(B)

RC 4

US.26(B) explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine	Analysis of Assessed Standards		
	Cluster	Rise of a World Power	
2023 – Q51	Subcluster	World War I	
	Content	Supporting	
Which statement describes why the U.S. military developed protective masks during World War I?	Process		
	Item Type	Multiple Choice (1 pt)	
<p>Ⓐ The masks were needed to stop enemy forces from recognizing commanding officers.</p> <p>Ⓑ The masks were needed to prevent soldiers from breathing in smoke from the battlefields.</p> <p>Ⓒ The masks were needed to lessen the smell of sewer gas for soldiers in the trenches.</p> <p>Ⓓ The masks were needed to shield soldiers from chemical weapons used in the war.</p>	Stimulus		
	Data Analysis		
<p>A 3</p> <p>B 16</p> <p>C 10</p> <p>D* 71</p>	Item	State	Local
	Error Analysis		
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
<p style="text-align: center;">Learning from Mistakes Instructional Implications</p>			

*Correct Answer (D)

Roaring Twenties

US.6 History The student understands significant events, social issues, and individuals of the 1920s.

Connected Knowledge and Skills US.5, US.15, US.16, US.18, US.24, US.26

US.6(B) analyze the impact of significant individuals such as Henry Ford, Marcus Garvey, and Charles A. Lindbergh		Analysis of Assessed Standards	
2024 – Q10		Cluster	Roaring Twenties
How did Charles Lindbergh affect the development of aviation in the United States?		Subcluster	Economic and Technological Change
		Content	Supporting
		Process	
		Item Type	Multiple Choice (1 pt)
		Stimulus	
Data Analysis			
Item	State	Local	
A*	37		
B			
C			
D			
Error Analysis			
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts		
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early		
Learning from Mistakes Instructional Implications			

*Correct Answer (A)

US.16(A) analyze causes of economic growth and prosperity in the 1920s, including Warren Harding's Return to Normalcy, reduced taxes, and increased production efficiencies		Analysis of Assessed Standards			
2024 – Q61	This excerpt is from a presidential address from the 1920s. Which statements highlight President Warren G. Harding's domestic economic policies after World War I? Select TWO choices that correctly answer the question.	Cluster	Roaring Twenties		
		Subcluster	Economic and Technological Change		
		Content	Supporting		
		Process			
		Item Type	Hot Text (2 pts)		
		Stimulus			
Data Analysis					
Item	State	Local			
Full Credit	47				
No Credit	18				
Partial Credit	35				
Error Analysis					
<input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early					
Learning from Mistakes Instructional Implications					
<small>*Correct Answer ("I speak for administrative efficiency, for lightened tax burdens ... for the omission of unnecessary interference of Government with business....", "...Opportunity is calling not alone for the restoration, but for a new era in production, transportation and trade....")</small>					

US.16(A) analyze causes of economic growth and prosperity in the 1920s, including Warren Harding's Return to Normalcy, reduced taxes, and increased production efficiencies	Analysis of Assessed Standards															
2023 – Q46	Cluster Roaring Twenties															
This graph presents historical tax rates in the United States.	Subcluster Economic and Technological Change															
	Content Supporting															
	Process															
	Item Type Multiple Choice (1 pt)															
	Stimulus															
	Data Analysis															
<p>U.S. Income Tax Rates for the Highest Bracket, 1918–1928</p> <p>Source: Internal Revenue Service</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Item</th> <th style="text-align: center;">State</th> <th style="text-align: center;">Local</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">A</td> <td style="text-align: center;">12</td> <td></td> </tr> <tr> <td style="text-align: center;">B*</td> <td style="text-align: center;">40</td> <td></td> </tr> <tr> <td style="text-align: center;">C</td> <td style="text-align: center;">22</td> <td></td> </tr> <tr> <td style="text-align: center;">D</td> <td style="text-align: center;">26</td> <td></td> </tr> </tbody> </table>	Item	State	Local	A	12		B*	40		C	22		D	26	
Item	State	Local														
A	12															
B*	40															
C	22															
D	26															
In which way did the trend represented in this graph result in economic growth during this time period?	<p><input type="checkbox"/> A People paid higher interest rates on bank loans.</p> <p><input checked="" type="checkbox"/> B People had more money to spend on consumer goods.</p> <p><input type="checkbox"/> C The government reduced its deficit spending.</p> <p><input type="checkbox"/> D The government reduced regulations on stock market investments.</p>															
	Error Analysis <div style="display: flex; justify-content: space-around; align-items: center;"> <input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early </div>															
	Learning from Mistakes Instructional Implications															

*Correct Answer (B)

IQ Analysis | Investigating the Question

US.26(B)

RC 4

US.26(B) explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine

 2025 – Q6

This excerpt describes advances in U.S. history.

Professor [George Washington] Carver has made almost everything from the [common] peanut except dynamite. And those who have seen him at work and know the wonders he has performed would not be surprised if he did that in a pinch. By the way, he helped win . . . World War [I], not by manufacturing explosives to destroy the lives of human beings, but by converting sweet potatoes into flour, so as to provide food for them and save them.

—Mary Church Terrell, "Dr. George Washington Carver of Tuskegee," 1929

Based on the excerpt, which statement describes the inventions of George Washington Carver?

- (A) They diversified the uses for agricultural products.
- (B) They expanded research efforts to prevent diseases.
- (C) They led to improvements in weapons technology.
- (D) They identified needed changes to dietary guidelines.

*Correct Answer (A)

Analysis of Assessed Standards

Cluster	Roaring Twenties
Subcluster	Economic and Technological Change
Content	Supporting
Process	
Item Type	Multiple Choice (1 pt)
Stimulus	

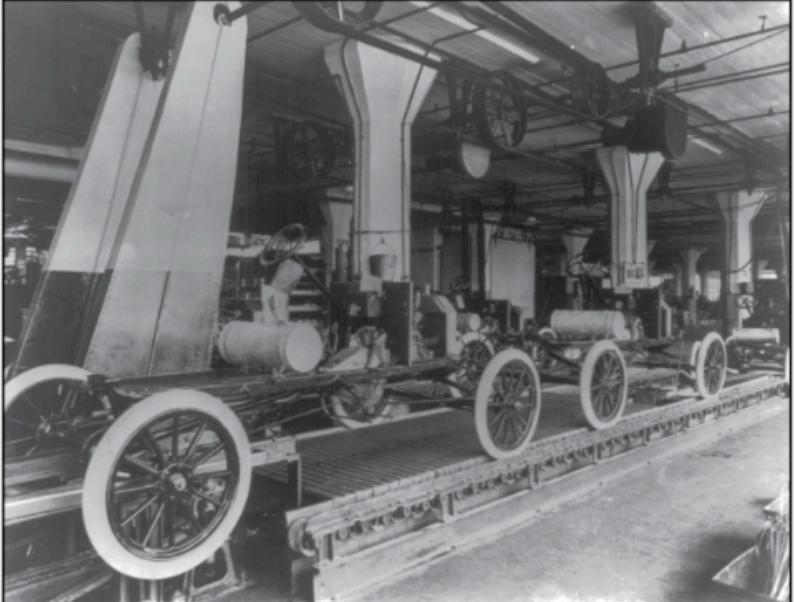
Data Analysis

Item	State	Local
A*	77	
B		
C		
D		

Error Analysis

- Guessing Mixed Up Concepts
 Careless Error Stopped Too Early

Learning from Mistakes
Instructional Implications

<p>US.26(C) describe the effect of technological innovations in the workplace such as assembly line manufacturing and robotics</p> <p>! 2024 – Q14</p> <p>This photograph was taken at an automotive plant in Michigan.</p>  <p>Ford Motor Company's Highland Park Factory, 1913</p>	<p>Analysis of Assessed Standards</p> <table border="1"> <tr> <td>Cluster</td><td>Roaring Twenties</td></tr> <tr> <td>Subcluster</td><td>Economic and Technological Change</td></tr> <tr> <td>Content</td><td>Supporting</td></tr> <tr> <td>Process</td><td></td></tr> <tr> <td>Item Type</td><td>Short Constructed Response (2 pts)</td></tr> <tr> <td>Stimulus</td><td></td></tr> </table> <p>Data Analysis</p> <table border="1"> <thead> <tr> <th>Item</th><th>State</th><th>Local</th></tr> </thead> <tbody> <tr> <td>Full Credit</td><td>49</td><td></td></tr> <tr> <td>No Credit</td><td>32</td><td></td></tr> <tr> <td>Partial Credit</td><td>20</td><td></td></tr> </tbody> </table> <p>Error Analysis</p> <ul style="list-style-type: none"> <input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early <p>Learning from Mistakes Instructional Implications</p>	Cluster	Roaring Twenties	Subcluster	Economic and Technological Change	Content	Supporting	Process		Item Type	Short Constructed Response (2 pts)	Stimulus		Item	State	Local	Full Credit	49		No Credit	32		Partial Credit	20	
Cluster	Roaring Twenties																								
Subcluster	Economic and Technological Change																								
Content	Supporting																								
Process																									
Item Type	Short Constructed Response (2 pts)																								
Stimulus																									
Item	State	Local																							
Full Credit	49																								
No Credit	32																								
Partial Credit	20																								
<p># Chars 0/475</p>																									

*Correct Answer (See Scoring Guide)

<p>US.27(A) analyze how scientific discoveries, technological innovations, space exploration, and the application of these by the free enterprise system improve the standard of living in the United States, including changes in transportation and communication</p>	<p>Analysis of Assessed Standards</p>														
<p>2025 – Q25</p>	<p>Cluster Roaring Twenties</p>														
<p>This photograph shows an electric appliance from the 1920s and 1930s.</p>	<p>Subcluster Economic and Technological Change</p>														
<p>Dishwasher</p>	<p>Content Readiness</p>														
	<p>Process</p>														
<p>Theodora Hordzak Collection, Library of Congress, Prints and Photographs Division</p>	<p>Item Type Multiple Choice (1 pt)</p>														
<p>Stimulus</p>															
	<p>Data Analysis</p>														
<table border="1"> <thead> <tr> <th>Item</th> <th>State</th> <th>Local</th> </tr> </thead> <tbody> <tr> <td>A</td> <td></td> <td></td> </tr> <tr> <td>B</td> <td></td> <td></td> </tr> <tr> <td>C*</td> <td>75</td> <td></td> </tr> <tr> <td>D</td> <td></td> <td></td> </tr> </tbody> </table>	Item	State	Local	A			B			C*	75		D		
Item	State	Local													
A															
B															
C*	75														
D															
<p>Which statement describes a result of this innovation?</p>	<p>Error Analysis</p>														
<p>(A) It forced consumers to buy larger houses in order to make room for these appliances.</p>	<p><input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts</p>														
<p>(B) It decreased the need for consumers to clean their tableware after meals in restaurants.</p>	<p><input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early</p>														
<p>(C) It decreased the amount of time consumers spent completing household chores.</p>															
<p>(D) It forced consumers back to school in order to learn how to operate these appliances.</p>															
	<p>Learning from Mistakes Instructional Implications</p>														
<p>*Correct Answer (C)</p>															

IQ Analysis | Investigating the Question

US.5(A)

RC 1

US.5(A) analyze the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments		Analysis of Assessed Standards	
2024 – Q26	This excerpt is from the U.S. Constitution.	Cluster	Roaring Twenties
	After one year from the ratification of this article the manufacture, sale, or transportation of intoxicating liquors within . . . the United States . . . for beverage purposes is hereby prohibited.	Subcluster	Traditionalism v. Modernism
	<i>—Eighteenth Amendment to the U.S. Constitution</i>	Content	Readiness
		Process	
		Item Type	Multiple Choice (1 pt)
		Stimulus	
Data Analysis			
	Item	State	Local
	A		
	B		
	C*	53	
	D		
Error Analysis			
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
Learning from Mistakes Instructional Implications			
*Correct Answer (C)			

IQ Analysis | Investigating the Question

US.6(A)

RC 1

US.6(A) analyze causes and effects of events and social issues such as immigration, Social Darwinism, the Scopes Trial, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women

2025 – Q56

How did Prohibition under the Eighteenth Amendment affect U.S. society in the 1920s? Explain **TWO** effects in your answer.

Think about the question carefully. Then enter your answer in the box provided.

Analysis of Assessed Standards

Cluster	Roaring Twenties
Subcluster	Traditionalism v. Modernism
Content	Readiness
Process	
Item Type	Short Constructed Response (2 pts)
Stimulus	

Data Analysis

Item	State	Local
Full Credit	20	
No Credit	56	
Partial Credit	24	

Error Analysis

- Guessing Mixed Up Concepts
 Careless Error Stopped Too Early

Learning from Mistakes
Instructional Implications

*Correct Answer (See Scoring Guide)

<p>US.15(C) explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882, the Open Door Policy, Dollar Diplomacy, and immigration quotas</p>	<p>Analysis of Assessed Standards</p>		
<p>2025 – Q28</p> <p>This political cartoon was published in 1921.</p>	<p>Cluster</p>	<p>Roaring Twenties</p>	
 <p>The Only Way to Handle It</p>	<p>Subcluster</p>	<p>Traditionalism v. Modernism</p>	
<p>Content</p>	<p>Supporting</p>		
<p>Process</p>			
<p>Item Type</p>	<p>Multiple Choice (1 pt)</p>		
<p>Stimulus</p>			
<p>Data Analysis</p>			
<p>Item</p>	<p>State</p>	<p>Local</p>	
<p>A</p>			
<p>B</p>			
<p>C*</p>	<p>53</p>		
<p>D</p>			
<p>Error Analysis</p>			
<p><input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts</p>			
<p><input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early</p>			
<p>Learning from Mistakes</p>			
<p>Instructional Implications</p>			
<p>*Correct Answer (C)</p>			

IQ Analysis | Investigating the Question

US.24(B)

RC 2

US.24(B) describe the impacts of cultural movements in art, music, and literature such as Tin Pan Alley, the Harlem Renaissance, the Beat Generation, rock and roll, the Chicano Mural Movement, and country and western music on American society



This question has two parts.

This excerpt is from a play co-written by Zora Neale Hurston, a prominent contributor to the Harlem Renaissance.

Spanish moss drapes the trees. . . .

The woods surround everything. Bull alligators can be heard booming like huge bass drums from the lake at night. . . .

The houses are of raw, second grade lumber, unpainted, each with a porch and two or three rooms. Each man with a "family" is allotted a house for which he is docked about fifty cents a week. . . . No fenced in yards, few flowers, and those poorly tended. Few attempts at any kind of decoration or relief of ugliness. Everyone lives temporary. . . .

. . . The woman of today may be forgotten tomorrow.

—Zora Neale Hurston and Dorothy Waring, Polk County, 1944

Part A

Based on the excerpt and your knowledge of U.S. history, how did the Harlem Renaissance influence U.S. society?

- (A) It used various art forms to accurately depict the African American experience in America.
- (B) It limited the production of art that failed to portray American history and culture in a positive manner.
- (C) It discouraged African American artists from exploring inequality and discrimination in America.
- (D) It provided an opportunity for wealthy patrons to control the work of African American artists.

Part B

Which statement from the excerpt provides evidence for the answer to Part A?

- (A) "Spanish moss drapes the trees."
- (B) "Bull alligators can be heard booming like huge bass drums from the lake at night."
- (C) "Each man with a 'family' is allotted a house for which he is docked about fifty cents a week."
- (D) "The woman of today may be forgotten tomorrow."

*Correct Answer (Part A: Option A; Part B: Option C)

Analysis of Assessed Standards

Cluster	Roaring Twenties
Subcluster	Traditionalism v. Modernism
Content	Readiness
Process	
Item Type	Multipart (2 pts)
Stimulus	

Data Analysis

Item	State	Local
Full Credit	36	
No Credit	39	
Partial Credit	25	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

US.24(B) describe the impacts of cultural movements in art, music, and literature such as Tin Pan Alley, the Harlem Renaissance, the Beat Generation, rock and roll, the Chicano Mural Movement, and country and western music on American society

Analysis of Assessed Standards

Cluster	Roaring Twenties	
Subcluster	Traditionalism v. Modernism	
Content	Readiness	
Process		
Item Type	Multiple Choice (1 pt)	
Stimulus		
Data Analysis		
Item	State	Local
A		
B		
C*	72	
D		
Error Analysis		
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
Learning from Mistakes		
Instructional Implications		

2024 – Q40

What is one similarity between the Harlem Renaissance of the 1920s and the Chicano Mural Movement of the 1960s and 1970s?

- (A) Both focused on the passage of anti-lynching laws.
- (B) Both secured rights for migrant farm workers.
- (C) Both generated cultural pride among minority groups.
- (D) Both worked to achieve suffrage for women.

*Correct Answer (C)

Great Depression/New Deal

US.16 Economics. The student understands significant economic developments between World War I and World War II.

Connected Knowledge and Skills US.2, US.12, US.18, US.19

US.16(B) identify the causes of the Great Depression, including the impact of tariffs on world trade, stock market speculation, bank failures, and the monetary policy of the Federal Reserve System			Analysis of Assessed Standards		
! 2025 – Q14			Cluster	Great Depression/New Deal	
Determine whether each action was a cause or an effect of bank failures during the Great Depression.			Subcluster	Causes of the Great Depression	
Select the correct answer in each row.			Content	Readiness	
			Process		
			Item Type	Match Table Grid (2 pts)	
			Stimulus		
Data Analysis					
	Item	State	Local		
	Full Credit	41			
	No Credit	13			
	Partial Credit	46			
Error Analysis					
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts			
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early			
Learning from Mistakes Instructional Implications					

*Correct Answer (1 Cause of Bank Failures, 2 Effect of Bank Failures, 3 Effect of Bank Failures, 4 Cause of Bank Failures, 5 Effect of Bank Failures)

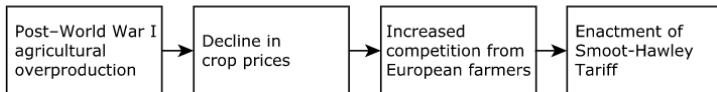
US.16(B) identify the causes of the Great Depression, including the impact of tariffs on world trade, stock market speculation, bank failures, and the monetary policy of the Federal Reserve System		Analysis of Assessed Standards	
2025 – Q51		Cluster	Great Depression/New Deal
This excerpt describes the practices of stock-market investors in 1928.		Subcluster	Causes of the Great Depression
At the start of the business day, [Michael J.] Meehan sold 200 shares of Radio stock at its opening price of \$94.50 (94 1/2). His friend sold the same 200 shares to another friend at \$95 a share. The next sale of the same stocks was at \$96.00, followed by \$97.50, before Meehan bought back his original shares at \$98.25 each. . . .		Content	Readiness
. . . By the end of March, [Radio] was selling for \$195.00—a gain of \$100 from the opening price of March 3rd. Now, Meehan and his friends sold their shares of [Radio] and split a profit of \$10 million between them.		Process	
		Item Type	Multiple Choice (1 pt)
		Stimulus	
Data Analysis			
	Item	State	Local
	A		
	B		
	C		
	D*	37	
Error Analysis			
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
Learning from Mistakes Instructional Implications			
*Correct Answer (D)			

US.16(B) identify the causes of the Great Depression, including the impact of tariffs on world trade, stock market speculation, bank failures, and the monetary policy of the Federal Reserve System

! 2023 – Q23

This diagram highlights an economic issue during the 1920s and 1930s.

U.S. Overproduction, 1920s–1930s



How did this trend contribute to the Great Depression?

- (A) By leading to a rise in consumer demand
- (B) By discouraging stock market speculation
- (C) By stabilizing unemployment and inflation rates
- (D) By causing drops in profits and employment

Analysis of Assessed Standards

Cluster	Great Depression/New Deal
Subcluster	Causes of the Great Depression
Content	Readiness
Process	
Item Type	Multiple Choice (1 pt)
Stimulus	

Data Analysis

Item	State	Local
A	18	
B	12	
C	15	
D*	55	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes
Instructional Implications

*Correct Answer (D)

US.12(A) analyze the impact of physical and human geographic factors on the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee failure in New Orleans after Hurricane Katrina		Analysis of Assessed Standards	
 2025 – Q2		Cluster	Great Depression/New Deal
Which factors led to the Dust Bowl during the 1930s?		Subcluster	Life During the Great Depression
(A) The expansion of primary and secondary road systems		Content	Readiness
(B) The use of poor farming practices and a prolonged drought		Process	
(C) The growth of oil fields and open-pit coal mines		Item Type	Multiple Choice (1 pt)
(D) The mismanagement of river and wetland sources		Stimulus	
Data Analysis			
Item	State	Local	
A			
B*	83		
C			
D			
Error Analysis			
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts		
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early		
Learning from Mistakes Instructional Implications			

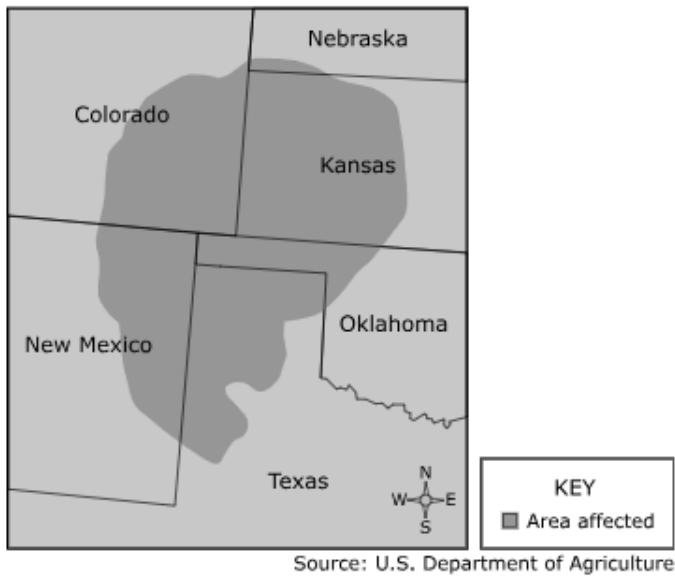
*Correct Answer (B)

US.12(A) analyze the impact of physical and human geographic factors on the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee failure in New Orleans after Hurricane Katrina

! 2024 – Q37

This map shows part of the Great Plains during the 1930s.

**Area Affected by the Dust Bowl,
1935–1938**



How did the government respond to the situation shown on this map?

- (A) By eliminating federal farm subsidies to reduce the market prices of crops
- (B) By providing federal tax incentives to replace trees with wheat crops
- (C) By removing federal land restrictions to expand land available for cattle grazing
- (D) By directing federal agencies to create programs to promote soil conservation

*Correct Answer (D)

Analysis of Assessed Standards

Cluster	Great Depression/New Deal
Subcluster	Life During the Great Depression
Content	Readiness
Process	
Item Type	Multiple Choice (1 pt)
Stimulus	

Data Analysis

Item	State	Local
A		
B		
C		
D*	45	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

US.16(C) analyze the effects of the Great Depression on the U.S. economy and society such as widespread unemployment and deportation and repatriation of people of Mexican heritage		Analysis of Assessed Standards	
2024 – Q13		Cluster	Great Depression/New Deal
Which effect did tariffs have on the U.S. economy during the early 1930s?		Subcluster	Life During the Great Depression
		Content	Readiness
		Process	
		Item Type	Multiple Choice (1 pt)
		Stimulus	
Data Analysis			
Item	State	Local	
A*	54		
B			
C			
D			
Error Analysis			
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts		
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early		
Learning from Mistakes Instructional Implications			

*Correct Answer (A)

US.16(C) analyze the effects of the Great Depression on the U.S. economy and society such as widespread unemployment and deportation and repatriation of people of Mexican heritage	Analysis of Assessed Standards		
2023 – Q3	Cluster	Great Depression/New Deal	
This excerpt is from an analysis of U.S. policy.	Subcluster	Life During the Great Depression	
Federal, state, and local governments worked together to involuntarily remove many U.S. citizens of Mexican ancestry, many of whom were born in the United States. . . .	Content	Readiness	
Approximately 60 percent of the persons of Mexican ancestry removed to Mexico in the 1930s were U.S. citizens, many of them children who were effectively deported to Mexico when their immigrant parents were sent there.	Process		
—Kevin R. Johnson, "The Forgotten Repatriation of Persons of Mexican Ancestry and Lessons for the War on Terror," Pace Law Review, Fall 2005	Item Type	Multiple Choice (1 pt)	
	Stimulus		
	Data Analysis		
	Item	State	Local
	A	4	
	B*	85	
	C	4	
	D	8	
*Correct Answer (B)	Error Analysis		
	<input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early		
	Learning from Mistakes Instructional Implications		

IQ Analysis | Investigating the Question

US.16(D)

RC 4

US.16(D) compare the New Deal policies and its opponents' approaches to resolving the economic effects of the Great Depression		Analysis of Assessed Standards	
2023 – Q11	Read the excerpt and answer the question that follows.	Cluster	Great Depression/New Deal
	<p>On August 15, 1934, . . . [the American Liberty League] was chartered in Washington, D.C., dedicated to "teach the necessity of respect for the rights of persons and property . . . and . . . the duty of government to encourage and protect individual and group initiative and enterprise, to foster the right to work, earn, save and acquire property, and to preserve the ownership and lawful use of property when acquired." . . . Its appeal, however, was pitched on a level which placed its emphasis upon the defense of something which most Americans had very little of—property.</p> <p style="text-align: center;">—Frederick Rudolph, <i>The American Historical Review, October 1950</i></p>	Subcluster	Political Responses to the Great Depression
		Content	Supporting
		Process	
		Item Type	Multiple Choice (1 pt)
		Stimulus	
Data Analysis			
	Item	State	Local
	A*	37	
	B	23	
	C	23	
	D	16	
Error Analysis			
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
Learning from Mistakes Instructional Implications			
*Correct Answer (A)			

IQ Analysis | Investigating the Question

US.19(B)

RC 3

US.19(B) evaluate the impact of relationships among the legislative, executive, and judicial branches of government, including Franklin D. Roosevelt's attempt to increase the number of U.S. Supreme Court justices and the presidential election of 2000

! 2024 – Q24

This excerpt is from a presidential speech about changes to the U.S. Supreme Court.

The Court in addition to the proper use of its judicial functions has improperly set itself up as a third house of the Congress—a super-legislature, as one of the justices has called it—reading into the Constitution words and implications which are not there, and which were never intended to be there. . . .

That plan has two chief purposes. By bringing into the judicial system a steady and continuing stream of new and younger blood, I hope, first, to make the administration of all Federal justice speedier and, therefore, less costly; secondly, to bring to the decision of social and economic problems younger men who have had personal experience and contact with modern facts and circumstances under which average men have to live and work.

—President Franklin Roosevelt, Fireside Chat, March 9, 1937

Based on the excerpt, which justification did President Roosevelt use to support his proposal?

- (A) The current court interfered with the work of local governments.
- (B) The current court obstructed the work of the other branches.
- (C) The current court was too youthful in its legal experience.
- (D) The current court was too efficient in its daily legal work.

*Correct Answer (B)

Analysis of Assessed Standards

Cluster	Great Depression/New Deal
Subcluster	Political Responses to the Great Depression
Content	Readiness
Process	
Item Type	Multiple Choice (1 pt)
Stimulus	

Data Analysis

Item	State	Local
A		
B*	54	
C		
D		

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

US.19(B) evaluate the impact of relationships among the legislative, executive, and judicial branches of government, including Franklin D. Roosevelt's attempt to increase the number of U.S. Supreme Court justices and the presidential election of 2000

2023 – Q17

This excerpt is from a presidential message to Congress regarding displeasure with Supreme Court rulings against some New Deal legislation.

The Constitution vests in the Congress direct responsibility in the creation of courts and judicial offices and in the formulation of rules of practice and procedure. . . .

The simple fact is that today . . . the personnel of the Federal Judiciary is insufficient to meet the business before them. . . .

It is obvious . . . that some provision must be adopted, which will operate automatically to supplement the work of older judges and accelerate the work of the court.

—President Franklin D. Roosevelt, *message to Congress on the reorganization of the judicial branch of the government, February 5, 1937*

Based on the excerpt and your knowledge of U.S. history, what did President Roosevelt want Congress to do?

- (A) He wanted Congress to replace progressive Supreme Court justices with conservative ones.
- (B) He wanted Congress to rewrite legislation to make it agreeable to the Supreme Court justices.
- (C) He wanted Congress to increase the number of Supreme Court justices from nine to fifteen.
- (D) He wanted Congress to increase the number of clerks assigned to the Supreme Court justices.

*Correct Answer (C)

Analysis of Assessed Standards

Cluster	Great Depression/New Deal
Subcluster	Political Responses to the Great Depression
Content	Readiness
Process	
Item Type	Multiple Choice (1 pt)
Stimulus	

Data Analysis

Item	State	Local
A	22	
B	28	
C*	36	
D	13	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

IQ Analysis | Investigating the Question

US.16(E)

RC 4

US.16(E) describe how various New Deal agencies and programs, including the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and the Social Security Administration, continue to affect the lives of U.S. citizens

! 2025 – Q7

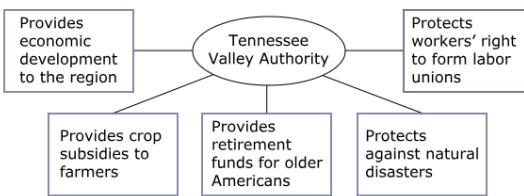
This excerpt describes a government agency established under the New Deal.

President Roosevelt signed the Tennessee Valley Authority Act on May 18, 1933, creating the TVA as a Federal corporation. The new agency was asked to tackle important problems facing the valley, such as flooding, providing electricity to homes and businesses, and replanting forests.

— "Tennessee Valley Authority Act (1933)," National Archives

Based on the excerpt, how does the Tennessee Valley Authority continue to affect the lives of U.S. citizens?

Select **TWO** correct answers.



***Correct Answer (Provides economic development to the region; Protects against natural disasters)**

Analysis of Assessed Standards

Cluster	Great Depression/New Deal
Subcluster	Changing Roles of State and Federal Government
Content	Supporting
Process	
Item Type	Hot Spot (2 pts)
Stimulus	

Data Analysis

Item	State	Local
Full Credit	52	
No Credit	10	
Partial Credit	39	

Error Analysis

- Guessing Mixed Up Concepts
 Careless Error Stopped Too Early

Learning from Mistakes
Instructional Implications

IQ Analysis | Investigating the Question

US.18(A)

RC 3

US.18(A) evaluate the impact of New Deal legislation on the historical roles of state and federal government		Analysis of Assessed Standards			
2025 – Q55	This poster advertised a theater production of the Works Progress Administration during the New Deal era.	Cluster	Great Depression/New Deal		
		Subcluster	Changing Roles of State and Federal Government		
		Content	Readiness		
		Process			
		Item Type	Multiple Choice (1 pt)		
		Stimulus			
Data Analysis					
Item	State	Local			
A					
B*	44				
C					
D					
Error Analysis					
<input type="checkbox"/> Guessing		<input type="checkbox"/> Mixed Up Concepts			
<input type="checkbox"/> Careless Error		<input type="checkbox"/> Stopped Too Early			
Learning from Mistakes Instructional Implications					
*Correct Answer (B)					

US.18(A) evaluate the impact of New Deal legislation on the historical roles of state and federal government		Analysis of Assessed Standards			
2024 – Q11		Cluster	Great Depression/New Deal		
This excerpt is from remarks given during congressional debate over the Social Security Act of 1935.		Subcluster	Changing Roles of State and Federal Government		
[Social Security] launches the Federal Government into an immense undertaking which in [total] will reach dimensions none of us can really visualize. . . . Remember, once we pay pensions and supervise annuities, we cannot withdraw from the undertaking no matter how demoralizing and [disruptive] it may become. Pensions and annuities are never abandoned; nor are they ever reduced. The recipients ever [shout] for more.		Content	Readiness		
—New York Rep. James Wadsworth Jr., April 19, 1935		Process			
		Item Type	Multiple Choice (1 pt)		
		Stimulus			
Data Analysis					
	Item	State	Local		
	A				
	B				
	C				
	D*	58			
Error Analysis					
<input type="checkbox"/> Guessing		<input type="checkbox"/> Mixed Up Concepts			
<input type="checkbox"/> Careless Error		<input type="checkbox"/> Stopped Too Early			
Learning from Mistakes Instructional Implications					

*Correct Answer (D)

US.18(A) evaluate the impact of New Deal legislation on the historical roles of state and federal government		Analysis of Assessed Standards			
! 2023 – Q14		Cluster	Great Depression/New Deal		
This diagram shows the effects of the Great Depression on local governments.		Subcluster	Changing Roles of State and Federal Government		
		Content	Readiness		
		Process			
		Item Type	Multiple Choice (1 pt)		
		Stimulus			
Data Analysis					
Item	State	Local			
A	13				
B	28				
C	18				
D*	41				
Error Analysis					
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts				
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early				
Learning from Mistakes Instructional Implications					
*Correct Answer (D)					

<p>US.18(B) explain constitutional issues raised by federal government policy changes during times of significant events, including World War I, the Great Depression, World War II, the 1960s, and September 11, 2001</p>	<h3 style="text-align: center;">Analysis of Assessed Standards</h3>		
<p>2024 – Q4</p>	Cluster	Great Depression/New Deal	
	Subcluster	Changing Roles of State and Federal Government	
<p>This excerpt describes a New Deal policy from the 1930s.</p>	Content	Readiness	
	Process		
	Item Type	Multiple Choice (1 pt)	
<p>The constitutional basis of the Social Security Act was uncertain. The basic problem is that under the "reserve clause" of the Constitution (the 10th Amendment) powers not specifically granted to the federal government are reserved for the States or the people. When the federal government seeks to expand its influence in new areas it must find some basis in the Constitution to justify its action.</p> <p>—Larry DeWitt, "The 1937 Supreme Court Rulings on the Social Security Act," Social Security Administration, 1999</p>	Stimulus		
	<h3 style="text-align: center;">Data Analysis</h3>		
	Item	State	Local
	A		
	B*	40	
	C		
	D		
	<h3 style="text-align: center;">Error Analysis</h3>		
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
	<h3 style="text-align: center;">Learning from Mistakes Instructional Implications</h3>		

Based on the excerpt and your knowledge of U.S. history, which constitutional issue was raised by this legislation?

- (A) The ability of state legislatures to regulate interstate commerce
- (B) The authority of Congress to pass laws necessary for the general welfare
- (C) The shifting of responsibilities between the branches of the federal government
- (D) The authority of Congress to pass laws that limit the size of the federal government

*Correct Answer (B)

IQ Analysis | Investigating the Question

US.20(B)

RC 3

US.20(B) explain why landmark constitutional amendments have been proposed and ratified from 1877 to the present		Analysis of Assessed Standards	
2023 – Q34		Cluster	Great Depression/New Deal
Which situation motivated the repeal of the Eighteenth Amendment prohibiting the manufacture and sale of alcohol?		Subcluster	Changing Roles of State and Federal Government
(A) The need to generate revenue after removing protective tariffs in the 1920s		Content	Supporting
(B) The need to ration the consumption of agricultural goods in the 1940s		Process	
(C) The need to reduce the federal deficit after the Cold War		Item Type	Multiple Choice (1 pt)
(D) The need to promote economic recovery during the Great Depression		Stimulus	
Data Analysis			
Item	State	Local	
A	29		
B	17		
C	10		
D*	44		
Error Analysis			
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts		
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early		
Learning from Mistakes Instructional Implications			

*Correct Answer (D)

World War II

US.7 History. The student understands the domestic and international impact of U.S. participation in World War II.

Connected Knowledge and Skills US.2, US.15, US.17, US.23

IQ Analysis | Investigating the Question

US.7(A)

RC 1

US.7(A) identify reasons for U.S. involvement in World War II, including the aggression of Italian, German, and Japanese dictatorships, especially the attack on Pearl Harbor		Analysis of Assessed Standards			
2024 – Q48		Cluster	World War II		
This list highlights some acts of aggression by a European dictator in the 1930s.		Subcluster	Causes of WWII		
<ul style="list-style-type: none"> • invaded and annexed Austria • demanded Czechoslovakia hand over the Sudetenland • invaded Poland in 1939 		Content	Readiness		
		Process			
		Item Type	Multiple Choice (1 pt)		
		Stimulus			
Data Analysis					
Item	State	Local			
A					
B*	66				
C					
D					
Error Analysis					
<input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early					
Learning from Mistakes Instructional Implications					
*Correct Answer (B)					

US.2(A) identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics		Analysis of Assessed Standards	
2023 – Q5		Cluster	World War II
Read the list and answer the question that follows.		Subcluster	Mobilization and the Home Front
<ul style="list-style-type: none"> • High levels of military enlistment • Active recruitment of women into the defense industry • High levels of industrial production 		Content	Readiness
		Process	
		Item Type	Multiple Choice (1 pt)
		Stimulus	
Data Analysis			
Item	State	Local	
A	6		
B*	76		
C	12		
D	6		
Error Analysis			
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts		
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early		
Learning from Mistakes Instructional Implications			

*Correct Answer (B)

IQ Analysis | Investigating the Question

US.7(F)

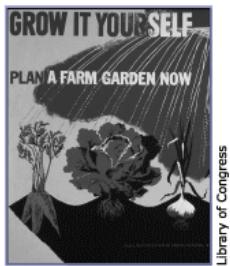
RC 1

US.7(F) explain issues affecting the home front, including volunteerism, the purchase of war bonds, and Victory Gardens and opportunities and obstacles for women and ethnic minorities

! 2024 – Q21

Which images show issues directly affecting civilians on the home front during World War II?

Select **THREE** correct answers.



* Correct Answer (Images 3, 4, 5 - "Grow It Yourself: Plan a Farm Garden", "Scrap Metals", Buy War Bonds")

Analysis of Assessed Standards

Cluster	World War II
Subcluster	Mobilization and the Home Front
Content	Supporting
Process	
Item Type	Hot Spot (2 pts)
Stimulus	

Data Analysis

Item	State	Local
Full Credit	33	
No Credit	27	
Partial Credit	41	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

IQ Analysis | Investigating the Question

US.17(A)

RC 4

US.17(A) describe the economic effects of World War II on the home front such as mobilization, the end of the Great Depression, rationing, and increased opportunity for women and minority employment		Analysis of Assessed Standards			
2025 – Q44		Cluster	World War II		
This poster was published by the Office of War Information during the 1940s.		Subcluster	Mobilization and the Home Front		
		Content	Readiness		
		Process			
		Item Type	Multiple Choice (1 pt)		
		Stimulus			
Data Analysis					
Item	State	Local			
A					
B*	74				
C					
D					
Error Analysis					
<input type="checkbox"/> Guessing		<input type="checkbox"/> Mixed Up Concepts			
<input type="checkbox"/> Careless Error		<input type="checkbox"/> Stopped Too Early			
Learning from Mistakes Instructional Implications					
*Correct Answer (B)					

US.17(A) describe the economic effects of World War II on the home front such as mobilization, the end of the Great Depression, rationing, and increased opportunity for women and minority employment

2024 – Q41

This photograph shows a work environment during World War II.

Workers Manufacturing Artillery Shells, c. 1942



Source: NARA at Atlanta

The photograph represents a result of which wartime policy?

- (A) A federal law that prohibited women from employment in factories
- (B) An executive order that prohibited employment discrimination in defense industries
- (C) A legislative act requiring all males to register for military service
- (D) A constitutional amendment that outlawed segregation in public accommodations

*Correct Answer (B)

Analysis of Assessed Standards

Cluster	World War II
Subcluster	Mobilization and the Home Front
Content	Readiness
Process	
Item Type	Multiple Choice (1 pt)
Stimulus	

Data Analysis

Item	State	Local
A		
B*	58	
C		
D		

Error Analysis

- Guessing Mixed Up Concepts
 Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

US.17(A) describe the economic effects of World War II on the home front such as mobilization, the end of the Great Depression, rationing, and increased opportunity for women and minority employment	Analysis of Assessed Standards																	
<p>2023 – Q54</p> <p>This question has two parts.</p> <p>This excerpt is from a pamphlet that analyzed employment during World War II.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>With several million unemployed workers and no widespread labor shortage as yet, it will be some time before women are employed on a large scale everywhere. The unemployed and workers temporarily displaced by the conversion of industries to war work will have first consideration in employment. Where local labor shortages exist, increased efforts must be made to induce employers and labor to adopt policies that will ensure the full utilization of female labor. Jobs must be broken down into unit skills, workers will have to be upgraded, and women will need to be trained to fill the new jobs.</p> <p style="text-align: center;">—"Employment of Women in War Production," Bulletin, Social Security Administration, July 1942</p> </div>	Cluster World War II Subcluster Mobilization and the Home Front Content Readiness Process Item Type Multipart (2 pts) Stimulus																	
<p>Part A Based on the excerpt and your knowledge of U.S. history, how did World War II affect the workforce?</p> <p>(A) Women remained unemployed for the duration. (B) Women gained more opportunities in industry. (C) Employers prioritized experience in manufacturing. (D) Employers provided access to opportunities in higher education.</p> <p>Part B Which phrase from the excerpt provides evidence for the answer to Part A?</p> <p>(A) With several million unemployed workers and no widespread labor shortage as yet . . . (B) The unemployed and workers temporarily displaced by the conversion of industries to war work . . . (C) . . . to adopt policies that will ensure the full utilization of female labor . . . (D) . . . will have to be upgraded, and women will need to be trained to fill the new jobs.</p> <p>*Correct Answer (B, C)</p>	Data Analysis <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">Item</th> <th style="background-color: #cccccc;">State</th> <th style="background-color: #cccccc;">Local</th> </tr> </thead> <tbody> <tr> <td>Full Credit</td> <td style="text-align: center;">34</td> <td></td> </tr> <tr> <td>No Credit</td> <td style="text-align: center;">18</td> <td></td> </tr> <tr> <td>Partial Credit</td> <td style="text-align: center;">47</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Item	State	Local	Full Credit	34		No Credit	18		Partial Credit	47					Error Analysis <div style="display: flex; justify-content: space-around; align-items: center;"> <input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early </div>	Learning from Mistakes Instructional Implications
Item	State	Local																
Full Credit	34																	
No Credit	18																	
Partial Credit	47																	

IQ Analysis | Investigating the Question

US.18(B)

RC 3

US.18(B) explain constitutional issues raised by federal government policy changes during times of significant events, including World War I, the Great Depression, World War II, the 1960s, and September 11, 2001

2023 – Q18

This excerpt is from an article published by the National Archives.

The entire West Coast was deemed a military area and was divided into military zones. Executive Order 9066 authorized military commanders to exclude civilians from military areas. Although the language of the order did not specify any ethnic group, Lieutenant General John L. DeWitt . . . proceeded to announce curfews that included only Japanese Americans. Next, he encouraged voluntary evacuation by Japanese Americans from a limited number of areas. . . . On March 29, 1942, . . . DeWitt issued Public Proclamation No. 4, which began the forced evacuation and detention of West Coast residents of Japanese-American ancestry on a 48-hour notice. . . .

Because of the perception of "public danger," all Japanese within varied distances from the Pacific coast were targeted.

—*"Japanese-American Internment during World War II," The U.S. National Archives and Records Administration*

What was one way Executive Order 9066 affected Japanese Americans **AND** what was one way it violated their constitutional rights?

Think about the question carefully. Then enter your answer in the box provided.

*Correct Answer (See Appendix 1.3)

Analysis of Assessed Standards

Cluster	World War II
Subcluster	Mobilization and the Home Front
Content	Readiness
Process	
Item Type	Short Constructed Response (2 pts)
Stimulus	

Data Analysis

Item	State	Local
Full Credit	35	
No Credit	21	
Partial Credit	42	

Error Analysis

- Guessing Mixed Up Concepts
 Careless Error Stopped Too Early

Learning from Mistakes
Instructional Implications

IQ Analysis | Investigating the Question

US.7(B)

RC 1

US.7(B) evaluate the domestic and international leadership of Franklin D. Roosevelt and Harry Truman during World War II, including the U.S. relationship with its allies		Analysis of Assessed Standards			
2023 – Q13		Cluster	World War II		
This excerpt is from an address by President Franklin D. Roosevelt in 1941.		Subcluster	Two-Front War		
<p>1. Nazi forces are not seeking mere modifications in colonial maps or in minor European boundaries. . . .</p> <p>2. We have just now engaged in a great debate. . . .</p> <p>3. This decision is the end of any attempts at appeasement in our land; the end of urging us to get along with dictators; the end of compromise with tyranny and the forces of oppression.</p> <p>And the urgency is now.</p> <p>4. We believe firmly that when our production output is in full swing, the democracies of the world will be able to prove that dictatorships cannot win.</p> <p>5. But, now, now, the time element is of supreme importance. Every plane, every other instrument of war, old and new, every instrument that we can spare now, we will send overseas because that is the common sense of strategy.</p>	Content	Supporting			
—President Franklin Roosevelt, "On Lend-Lease," March 15, 1941	Process				
	Item Type	Hot Text (2 pts)			
	Stimulus				
Data Analysis					
Item	State	Local			
Full Credit	37				
No Credit	7				
Partial Credit	56				
Error Analysis					
<input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early					
Learning from Mistakes Instructional Implications					
* Correct Answer (the end of compromise with tyranny and the forces of oppression, Every plane, every other instrument of war, old and new, every instrument that we can spare now, we will send overseas)					

IQ Analysis | Investigating the Question

US.7(C)

RC 1

US.7(C) analyze major issues of World War II, including the Holocaust, the internment of Japanese Americans as a result of Executive Order 9066, and the development of atomic weapons		Analysis of Assessed Standards	
2024 – Q39		Cluster	World War II
This excerpt is about the development of the atomic bomb during the 1940s.		Subcluster	Two-Front War
<p>Not all the scientists of the Manhattan Project were satisfied that their voices had been heard in decision-making about the bomb. . . . The Scientific Panel of the Interim Committee was supposed to be the connection between the scientists and the policymakers, but after the scientists of the Met Lab were briefed . . . [the Met Lab scientists] decided to create a "second opinion." . . . [The Franck] report argued that postwar international control of atomic power was the only way to stop the arms race that would be inevitable if the United States bombed Japan without first demonstrating the weapon in an uninhabited area. . . . [Policymakers] disagreed with the Franck Report.</p> <p>— "Debate Over How to Use the Bomb," U.S. Department of Energy</p>		Content	Readiness
		Process	
		Item Type	Multiple Choice (1 pt)
		Stimulus	
Data Analysis			
	Item	State	Local
A*	57		
B			
C			
D			
Error Analysis			
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
Learning from Mistakes Instructional Implications			
*Correct Answer (A)			

US.7(C) analyze major issues of World War II, including the Holocaust, the internment of Japanese Americans as a result of Executive Order 9066, and the development of atomic weapons	Analysis of Assessed Standards	
2023 – Q45	Cluster	World War II
Which situation influenced Harry S. Truman's decision to use atomic weapons against Japan?	Subcluster	Two-Front War
<p>(A) The U.S. military's island-hopping campaign against Japan was unsuccessful, and U.S. public opinion was turning against the war.</p> <p>(B) Strong resistance by the Japanese showed that an invasion of Japan would result in a large number of U.S. casualties.</p> <p>(C) Many U.S. navy ships were destroyed during battles in the Pacific, and the Allies were not ready to send reinforcements.</p> <p>(D) The U.S. military needed to move supplies from the Pacific to help with fighting in Europe.</p>	Content	Readiness
	Process	
	Item Type	Multiple Choice (1 pt)
	Stimulus	
Data Analysis		
	Item	State
	A	15
	B*	62
	C	20
	D	3
Error Analysis		
<input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early		
Learning from Mistakes Instructional Implications		

*Correct Answer (B)

US.7(D) analyze major military events of World War II, including fighting the war on multiple fronts, the Bataan Death March, the U.S. military advancement through the Pacific Islands, the Battle of Midway, the invasion of Normandy, and the liberation of concentration camps

2025 – Q32

Selected World War II Events

- 1941 – Attack on Pearl Harbor
- 1942 – Invasion of North Africa
- 1943 – Surrender of Axis troops in Africa
- 1943 – Invasion of Italy
- 1943 – Italy surrenders
- 1944 – ?
- 1944 – Liberation of Paris

What event correctly replaces the question mark on this timeline?

(A) Battle of Midway

(B) Germany surrenders

(C) Bataan Death March

(D) Invasion of Normandy

*Correct Answer (D)

Analysis of Assessed Standards

Cluster	World War II
Subcluster	Two-Front War
Content	Readiness
Process	
Item Type	Multiple Choice (1 pt)
Stimulus	

Data Analysis

Item	State	Local
A		
B		
C		
D*	37	

Error Analysis

- Guessing Mixed Up Concepts
 Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

US.7(D) analyze major military events of World War II, including fighting the war on multiple fronts, the Bataan Death March, the U.S. military advancement through the Pacific Islands, the Battle of Midway, the invasion of Normandy, and the liberation of concentration camps

2024 – Q35

This excerpt is from a letter to the U.S. Army Chief of Staff during World War II.

But the most interesting—although horrible—sight that I encountered during the trip was a visit to a German internment camp near Gotha. The things I saw [are beyond] description. While I was touring the camp I encountered three men who had been inmates. . . . I interviewed them through an interpreter. The visual evidence and the verbal testimony of starvation, cruelty . . . were so overpowering as to leave me a bit sick. . . . I made the visit deliberately, in order to be in a position to give first-hand evidence of these things if ever, in the future, there develops a tendency to charge these allegations merely to propaganda.

—General Dwight D. Eisenhower, letter to General George C. Marshall,
April 15, 1945

What major event of World War II does General Eisenhower's letter refer to?

- (A) The liberation of Holocaust survivors held in concentration camps
- (B) The treatment of Japanese Americans held in concentration camps
- (C) The atrocities committed against American soldiers held in prisoner-of-war camps
- (D) The liberation of Bataan Death March survivors held in prisoner-of-war camps

*Correct Answer (A)

Analysis of Assessed Standards

Cluster	World War II
Subcluster	Two-Front War
Content	Readiness
Process	
Item Type	Multiple Choice (1 pt)
Stimulus	

Data Analysis

Item	State	Local
A*	68	
B		
C		
D		

Error Analysis

- Guessing Mixed Up Concepts
 Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

US.7(D) analyze major military events of World War II, including fighting the war on multiple fronts, the Bataan Death March, the U.S. military advancement through the Pacific Islands, the Battle of Midway, the invasion of Normandy, and the liberation of concentration camps

2023 – Q36

The United States suffered more than 50,000 dead and wounded in the battle to capture the Pacific island of Okinawa. This photograph shows the effects of kamikaze attacks on a U.S. aircraft carrier during the battle in May 1945.

USS Bunker Hill



Based on the photograph and your knowledge of U.S. history, how did battles such as Okinawa influence U.S. strategy in World War II?

- A* The United States chose to drop the atomic bomb rather than invade Japan to end the war.
- B The United States chose to focus on winning the war against Germany before winning the war against Japan.
- C The United States chose to allow forces of the Soviet Union to invade Japan in order to reduce casualties.
- D The United States chose to intern some of its citizens in the hope that Japan would surrender.

*Correct Answer (A)

Analysis of Assessed Standards

Cluster	World War II
Subcluster	Two-Front War
Content	Readiness
Process	
Item Type	Multiple Choice (1 pt)
Stimulus	

Data Analysis

Item	State	Local
A*	72	
B	10	
C	12	
D	6	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

IQ Analysis | Investigating the Question

US.7(G)

RC 1

US.7(G) explain how American patriotism inspired high levels of military enlistment and the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers		Analysis of Assessed Standards	
2023 – Q40	Cluster	World War II	
Which statement explains the historical significance of the Tuskegee Airmen?	Subcluster	Two-Front War	
<p><input type="radio"/> A They introduced new tactics for use during aerial combat missions.</p> <p><input type="radio"/> B They overcame racial barriers and discrimination to serve as fighter pilots.</p> <p><input type="radio"/> C They overcame criticism for flying the airplanes that dropped the atomic bombs.</p> <p><input type="radio"/> D They gathered valuable information by flying nighttime aerial reconnaissance missions.</p>	Content	Supporting	
	Process		
	Item Type	Multiple Choice (1 pt)	
	Stimulus		
		Data Analysis	
	Item	State	Local
	A	19	
	B*	58	
	C	12	
	D	11	
	Error Analysis		
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
	Learning from Mistakes		
	Instructional Implications		
*Correct Answer (B)			

Early Cold War

US.8 History. The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States.

Connected Knowledge and Skills US.1, US.2, US.17, US.24, US.26

IQ Analysis | Investigating the Question

US.8(A)

RC 1

US.8(A) describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the Berlin airlift, the North Atlantic Treaty Organization, and John F. Kennedy's role in the Cuban Missile Crisis

2025 – Q37

Why did the U.S. government adopt a policy of containment?

- (A) To prevent the Soviet Union from developing nuclear weapons
- (B) To forcibly reduce Soviet influence within Eastern Europe
- (C) To prevent the Soviet Union from spreading communism
- (D) To forcibly remove Soviet spies from Western Europe

Analysis of Assessed Standards

Cluster	Early Cold War
Subcluster	Containment
Content	Readiness
Process	
Item Type	Multiple Choice (1 pt)
Stimulus	

Data Analysis

Item	State	Local
A		
B		
C*	74	
D		

Error Analysis

- Guessing Mixed Up Concepts
 Careless Error Stopped Too Early

Learning from Mistakes
Instructional Implications

*Correct Answer (C)

US.8(A) describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the Berlin airlift, the North Atlantic Treaty Organization, and John F. Kennedy's role in the Cuban Missile Crisis

2024 – Q53

How did the United States respond to the Soviet blockade of Berlin in 1948?

- (A) The United States started economic sanctions that limited trade with the Soviet Union.
- (B) The United States used newly developed tanks to deliver weapons to Allied armies.
- (C) The United States airlifted supplies to prevent starvation in Allied territory.
- (D) The United States placed an embargo on goods from the Soviet Union.

*Correct Answer (C)

Analysis of Assessed Standards

Cluster	Early Cold War
Subcluster	Containment
Content	Readiness
Process	
Item Type	Multiple Choice (1 pt)
Stimulus	

Data Analysis

Item	State	Local
A		
B		
C*	61	
D		

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

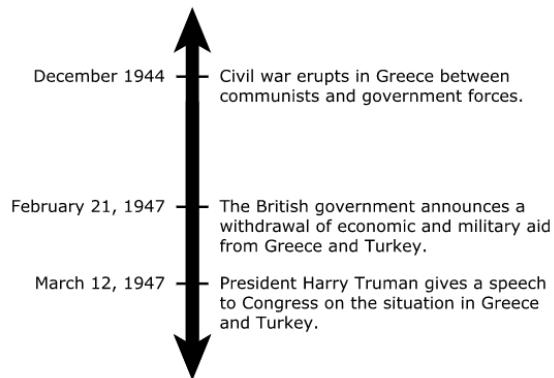
US.8(A) describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the Berlin airlift, the North Atlantic Treaty Organization, and John F. Kennedy's role in the Cuban Missile Crisis

Analysis of Assessed Standards

! 2023 – Q9

This time line describes events during the late 1940s.

Events in the Development of the Truman Doctrine



Which statement describes the response of the U.S. government during this time period?

- (A) The United States made an alliance with the Soviet Union for joint control of Greece and Turkey.
- (B) The United States provided military and economic aid to Greece and Turkey.
- (C) The United States imposed economic sanctions against the British government.
- (D) The United States sent military forces to bring an end to the civil war in Greece.

Cluster

Early Cold War

Subcluster

Containment

Content

Readiness

Process

Item Type

Multiple Choice (1 pt)

Stimulus

Data Analysis

Item	State	Local
A	13	
B*	60	
C	11	
D	16	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

*Correct Answer (B)

IQ Analysis | Investigating the Question

US.8(C)

RC 1

US.8(C) explain reasons and outcomes for U.S. involvement in the Korean War and its relationship to the containment policy		Analysis of Assessed Standards	
2025 – Q45	Which factors led to U.S. involvement in the Korean War, and which situations were outcomes of the war? Move the correct answer to each box in the table.	Cluster	Early Cold War
	Communist takeover of mainland China	Subcluster	Containment
	Long-term presence of the U.S. military in South Korea	Content	Readiness
	Invasion of South Korea by the North Korean military	Process	
	Military stalemate along North Korean–South Korean border	Item Type	Drag and Drop (2 pts)
		Stimulus	
Data Analysis			
Item	State	Local	
Full Credit	58		
No Credit	8		
Partial Credit	34		
Error Analysis			
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts		
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early		
Learning from Mistakes Instructional Implications			

*Correct Answer (Factors Leading to U.S. Involvement: Communist takeover of mainland China, Invasion of South Korea by North Korean military; Outcomes of the War: Long-term presence of U.S. military in South Korea, Military stalemate along North/South Korean border)

US.8(C) explain reasons and outcomes for U.S. involvement in the Korean War and its relationship to the containment policy	Analysis of Assessed Standards	
2024 – Q7	Cluster	Early Cold War
One reason the Korean War ended in a stalemate was because North Korea was aided by thousands of troops from which country?	Subcluster	Containment
	Content	Readiness
	Process	
	Item Type	Multiple Choice (1 pt)
	Stimulus	
	Data Analysis	
	Item	State
	A	
	B	
	C	
	D*	34
*Correct Answer (D)	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early	
	Learning from Mistakes Instructional Implications	

US.8(C) explain reasons and outcomes for U.S. involvement in the Korean War and its relationship to the containment policy	Analysis of Assessed Standards	
2023 – Q42	Cluster	Early Cold War
Read the excerpt and answer the question that follows.	Subcluster	Containment
<p>But after all this was said, we realized that the issue was whether there would be fighting in a limited area now or on a much larger scale later on—whether there would be some casualties now or many more casualties later. . . . Our men are fighting as valiantly as Americans have ever fought—because they know they are fighting in the same cause of freedom in which Americans have stood ever since the beginning of the Republic.</p> <p style="text-align: center;"><i>—President Harry Truman, farewell address, January 15, 1953</i></p>	Content	Readiness
	Process	
	Item Type	Multiple Choice (1 pt)
	Stimulus	
Data Analysis		
	Item	State
	A	42
	B*	30
	C	14
	D	14
Error Analysis		
<input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts		
<input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early		
Learning from Mistakes Instructional Implications		

*Correct Answer (B)

US.1(C) discuss the meaning and historical significance of the mottos iE Pluribus Unum† and iIn God We Trust†		Analysis of Assessed Standards
2023 – Q8	Cluster	Early Cold War
This excerpt is from a letter written by a former president to a friend in the early 1800s.	Subcluster	Postwar Fears
<p>The Colonies had . . . so great a Variety of Religions, they were composed of So many different Nations, their Customs, Manners and Habits had So little resemblance . . . that to unite them in the Same Principles in Theory and the Same System of Action was certainly a very difficult Enterprise. The complete Accomplishment of it, in So Short a time and by Such Simple means, was perhaps a Singular Example in the History of Mankind. Thirteen Clocks were made to Strike together; a perfection of Mechanism which no Artist had ever before effected.</p> <p style="text-align: right;">—John Adams, letter to H. Niles, February 13, 1818</p>	Content	Supporting
	Process	
	Item Type	Multiple Choice (1 pt)
	Stimulus	
Data Analysis		
Item	State	Local
A*	78	
B	6	
C	10	
D	5	
Error Analysis		
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
Learning from Mistakes Instructional Implications		

*Correct Answer (A)

<p>US.17(C) describe the economic impact of defense spending on the business cycle and education priorities from 1945 to the 1990s</p>	<p>Analysis of Assessed Standards</p>															
<p>! 2024 – Q59</p> <p>This photograph was taken at a public exhibition in the Soviet Union in 1958.</p> 	<p>Cluster Early Cold War</p> <p>Subcluster Postwar Fears</p> <p>Content Supporting</p> <p>Process</p> <p>Item Type Multiple Choice (1 pt)</p> <p>Stimulus</p>															
<p>Temporary exhibit of a model of Sputnik III in Moscow, U.S.S.R.</p> <p>Based on the photograph and your knowledge of U.S. history, how did scientific developments such as the one shown affect the United States?</p>	<p>Data Analysis</p> <table border="1" data-bbox="1101 749 1509 1172"> <thead> <tr> <th data-bbox="1101 749 1199 834">Item</th> <th data-bbox="1199 749 1330 834">State</th> <th data-bbox="1330 749 1509 834">Local</th> </tr> </thead> <tbody> <tr> <td data-bbox="1101 834 1199 918">A*</td> <td data-bbox="1199 834 1330 918">57</td> <td data-bbox="1330 834 1509 918"></td> </tr> <tr> <td data-bbox="1101 918 1199 1003">B</td> <td data-bbox="1199 918 1330 1003"></td> <td data-bbox="1330 918 1509 1003"></td> </tr> <tr> <td data-bbox="1101 1003 1199 1087">C</td> <td data-bbox="1199 1003 1330 1087"></td> <td data-bbox="1330 1003 1509 1087"></td> </tr> <tr> <td data-bbox="1101 1087 1199 1172">D</td> <td data-bbox="1199 1087 1330 1172"></td> <td data-bbox="1330 1087 1509 1172"></td> </tr> </tbody> </table>	Item	State	Local	A*	57		B			C			D		
Item	State	Local														
A*	57															
B																
C																
D																
<p>(A) They contributed to a federal commitment to improving science and technology education.</p> <p>(B) They reduced international tensions and conflict by encouraging exchanges of space technology.</p> <p>(C) They resulted in reducing defense spending as the country prioritized space exploration.</p> <p>(D) They slowed innovations in consumer goods as corporations focused on weapons manufacturing.</p>	<p>Error Analysis</p> <p><input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts</p> <p><input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early</p>															
	<p>Learning from Mistakes</p> <p>Instructional Implications</p>															

*Correct Answer (A)

US.17(C) describe the economic impact of defense spending on the business cycle and education priorities from 1945 to the 1990s	Analysis of Assessed Standards		
2023 – Q12	Cluster	Early Cold War	
How did the creation of NASA influence the U.S. economy during the 1960s?	Subcluster	Postwar Fears	
<p>(A) Government investment in scientific research and development led to the establishment of new industries.</p> <p>(B) Government concern over satellite launches led to calls for the expansion of the military draft.</p> <p>(C) Government interest in space exploration resulted in reduced federal tax rates.</p> <p>(D) Government control over information and technology sectors resulted in decreased corporate competition.</p>	Content	Supporting	
	Process		
	Item Type	Multiple Choice (1 pt)	
	Stimulus		
Data Analysis			
	Item	State	Local
	A*	74	
	B	8	
	C	10	
	D	8	
Error Analysis			
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
Learning from Mistakes Instructional Implications			

*Correct Answer (A)

IQ Analysis | Investigating the Question

US.2(A)

RC 1

US.2(A) identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics		Analysis of Assessed Standards	
2025 – Q11	Which statement describes the time period of the 1950s in the United States?	Cluster	Early Cold War
	(A) Increase in military enlistment and women working outside the home	Subcluster	Prosperity and Culture of the 1950s
	(B) Growth of economic prosperity and support for anti-communist policies	Content	Readiness
	(C) Rise of environmental conservation and improvements in working conditions	Process	
	(D) Expansion of work programs and creation of retirement benefits	Item Type	Multiple Choice (1 pt)
		Stimulus	
Data Analysis			
Item	State	Local	
A			
B*	45		
C			
D			
Error Analysis			
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts		
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early		
Learning from Mistakes Instructional Implications			

***Correct Answer (B)**

IQ Analysis | Investigating the Question

US.14(A)

RC 2

US.14(A) identify the effects of population growth and distribution on the physical environment		Analysis of Assessed Standards	
 2025 – Q8	Which change is a DIRECT result of continued population growth in the United States?	Cluster	Early Cold War
	(A) An increase in the size of wildlife habitat areas	Subcluster	Prosperity and Culture of the 1950s
	(B) An increase in the spending on highway networks	Content	Readiness
	(C) A decrease in the use of energy-efficient building materials	Process	
	(D) A decrease in the use of alternative energy sources	Item Type	Multiple Choice (1 pt)
		Stimulus	
Data Analysis			
Item	State	Local	
A			
B*	69		
C			
D			
Error Analysis			
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts		
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early		
Learning from Mistakes Instructional Implications			
*Correct Answer (B)			

IQ Analysis | Investigating the Question

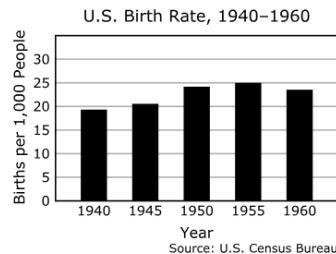
US.17(B)

RC 4

US.17(B) identify the causes of prosperity in the 1950s, including the Baby Boom and the impact of the GI Bill (Servicemen's Readjustment Act of 1944), and the effects of prosperity in the 1950s such as increased consumption and the growth of agriculture and business

! 2025 – Q60

This graph shows the birth rate in the United States between 1940 and 1960.



Based on the graph and your knowledge of U.S. history, how did changes in the birth rate affect the U.S. economy in the 1950s?

- (A) Prosperity increased as a result of the expanded housing values in rural and urban areas.
- (B) Prosperity decreased because of the number of children who were unable to access public education.
- (C) Prosperity increased as a result of a higher demand for consumer products for the emerging middle class.
- (D) Prosperity decreased because of the number of people relying on social welfare programs in rural and urban areas.

*Correct Answer (C)

Analysis of Assessed Standards

Cluster	Early Cold War
Subcluster	Prosperity and Culture of the 1950s
Content	Readiness
Process	
Item Type	Multiple Choice (1 pt)
Stimulus	

Data Analysis

Item	State	Local
A		
B		
C*	42	
D		

Error Analysis

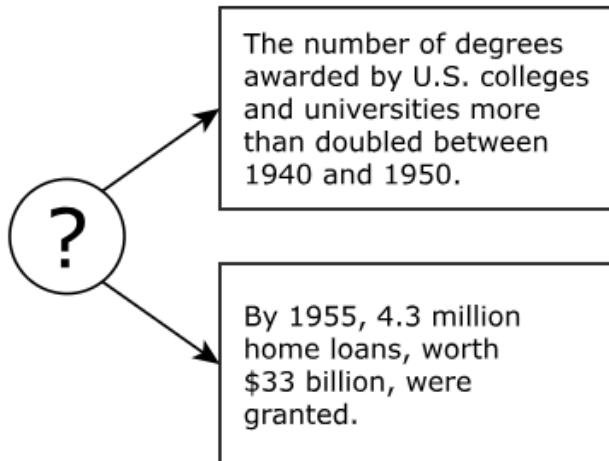
- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes
Instructional Implications

US.17(B) identify the causes of prosperity in the 1950s, including the Baby Boom and the impact of the GI Bill (Servicemen's Readjustment Act of 1944), and the effects of prosperity in the 1950s such as increased consumption and the growth of agriculture and business

! 2024 – Q18

This diagram shows the results of federal legislation.



Which statement correctly replaces the question mark on this cause-and-effect diagram?

- (A) Congress passed laws establishing health care programs to provide services to people with disabilities.
- (B) Congress passed laws offering financial aid to veterans.
- (C) Congress passed laws establishing social security to reduce poverty among the elderly.
- (D) Congress passed laws reducing the power of labor union leaders.

*Correct Answer (B)

Analysis of Assessed Standards

Cluster	Early Cold War
Subcluster	Prosperity and Culture of the 1950s
Content	Readiness
Process	
Item Type	Multiple Choice (1 pt)
Stimulus	

Data Analysis

Item	State	Local
A		
B*	52	
C		
D		

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

US.17(B) identify the causes of prosperity in the 1950s, including the Baby Boom and the impact of the GI Bill (Servicemen's Readjustment Act of 1944), and the effects of prosperity in the 1950s such as increased consumption and the growth of agriculture and business

Analysis of Assessed Standards

Cluster	Early Cold War
Subcluster	Prosperity and Culture of the 1950s
Content	Readiness
Process	
Item Type	Multiple Choice (1 pt)
Stimulus	

Data Analysis

Item	State	Local
A	11	
B	13	
C*	74	
D	2	

Error Analysis

- Guessing Mixed Up Concepts
 Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

! 2023 – Q38

This time line shows the growth of television after World War II.



Which factor **MOST LIKELY** contributed to this growth?

- A Widespread support for civil rights legislation
- B Increased public trust of political parties
- C Expansion of prosperity because of consumerism
- D Greater access to a college education

*Correct Answer (C)

IQ Analysis | Investigating the Question

US.24(B)

RC 2

US.24(B) describe the impacts of cultural movements in art, music, and literature such as Tin Pan Alley, the Harlem Renaissance, the Beat Generation, rock and roll, the Chicano Mural Movement, and country and western music on American society

2023 – Q25

How did rock and roll musicians like Buddy Holly, Chuck Berry, and Elvis Presley influence American culture in the 1950s?

- (A) By writing folk music ballads that protested U.S. foreign policy
- (B) By popularizing the publishing of ragtime sheet music
- (C) By helping to bring country and western music to the South
- (D) By bringing music with African American roots to mainstream audiences

Analysis of Assessed Standards

Cluster	Early Cold War
Subcluster	Prosperity and Culture of the 1950s
Content	Readiness
Process	
Item Type	Multiple Choice (1 pt)
Stimulus	

Data Analysis

Item	State	Local
A	19	
B	22	
C	15	
D*	44	

Error Analysis

- Guessing Mixed Up Concepts
 Careless Error Stopped Too Early

Learning from Mistakes
Instructional Implications

*Correct Answer (D)

Vietnam and the 1960s

US.8 History. The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States.

Connected Knowledge and Skills US.2, US.19, US.20, US.22, US.23

US.8(F) describe the responses to the Vietnam War, including the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement		Analysis of Assessed Standards	
2025 – Q52	This photograph was taken in the 1960s. Veterans for Peace at the March on the Pentagon, 1967	Cluster	Vietnam and the 1960s
		Subcluster	Response to the War
		Content	Readiness
		Process	
		Item Type	Multiple Choice (1 pt)
		Stimulus	
Data Analysis			
	Item	State	Local
	A		
	B		
	C*	72	
	D		
Error Analysis			
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
Learning from Mistakes Instructional Implications			
*Correct Answer (C)			

US.8(F) describe the responses to the Vietnam War, including the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement

OLD **US.8(F)** describe the responses to the Vietnam War, such as the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement

! 2024 – Q32

This newspaper headline describes an attack during the Vietnam War.



How did media coverage of the attack described in this headline influence the Vietnam War?

- (A) By increasing Allied approval of using atomic weapons in Vietnam
- (B) By weakening international support for North Vietnam
- (C) By weakening public support for U.S. participation in Vietnam
- (D) By increasing demands for South Vietnam to sign an alliance with China

*Correct Answer (C)

Analysis of Assessed Standards

Cluster	Vietnam and the 1960s
Subcluster	Response to the War
Content	Readiness
Process	
Item Type	Multiple Choice (1 pt)
Stimulus	

Data Analysis

Item	State	Local
A		
B		
C*	44	
D		

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

US.8(F) describe the responses to the Vietnam War, including the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement

OLD **US.8(F)** describe the responses to the Vietnam War, such as the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement

2024 – Q36

The list shows protest methods that have been used by U.S. citizens in the past.

Which forms of protest were used in response to the Vietnam War?

Select **TWO** correct answers.

- public demonstrations
- lunch counter sit-ins
- voter registration drives
- burning draft cards
- public transportation boycotts

*Correct Answer ("public demonstrations" and "burning draft cards")

Analysis of Assessed Standards

Cluster	Vietnam and the 1960s
Subcluster	Response to the War
Content	Readiness
Process	
Item Type	Hot Text (2 pts)
Stimulus	

Data Analysis

Item	State	Local
Full Credit	48	
No Credit	10	
Partial Credit	42	

Error Analysis

- Guessing Mixed Up Concepts
 Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

<p>US.8(F) describe the responses to the Vietnam War, including the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement</p> <p>OLD US.8(F) describe the responses to the Vietnam War, such as the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement</p>	Analysis of Assessed Standards															
<p>2023 – Q43</p> <p>Choose the correct answer from each drop-down menu to complete the sentences.</p> <p>In 1970, students at Kent State University gathered because of U.S. involvement in the [] War. Ohio National Guard troops fired on the crowd, and four students were shot. The incident at Kent State University [].</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Cluster</td><td>Vietnam and the 1960s</td></tr> <tr> <td>Subcluster</td><td>Response to the War</td></tr> <tr> <td>Content</td><td>Readiness</td></tr> <tr> <td>Process</td><td></td></tr> <tr> <td>Item Type</td><td>Inline Choice (2 pts)</td></tr> <tr> <td>Stimulus</td><td></td></tr> </table>	Cluster	Vietnam and the 1960s	Subcluster	Response to the War	Content	Readiness	Process		Item Type	Inline Choice (2 pts)	Stimulus				
Cluster	Vietnam and the 1960s															
Subcluster	Response to the War															
Content	Readiness															
Process																
Item Type	Inline Choice (2 pts)															
Stimulus																
	Data Analysis <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Item</th><th style="width: 33%;">State</th><th style="width: 33%;">Local</th></tr> </thead> <tbody> <tr> <td>Full Credit</td><td>55</td><td></td></tr> <tr> <td>No Credit</td><td>15</td><td></td></tr> <tr> <td>Partial Credit</td><td>30</td><td></td></tr> <tr> <td></td><td></td><td></td></tr> </tbody> </table>	Item	State	Local	Full Credit	55		No Credit	15		Partial Credit	30				
Item	State	Local														
Full Credit	55															
No Credit	15															
Partial Credit	30															
	Error Analysis <p><input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts</p> <p><input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early</p>															
<p>*Correct Answer (Vietnam, weakened public support for the war)</p>	<p style="text-align: center;">Learning from Mistakes Instructional Implications</p>															

<p>US.20(B) explain why landmark constitutional amendments have been proposed and ratified from 1877 to the present</p>	<p>Analysis of Assessed Standards</p>																			
<p>! 2024 – Q44</p>	Cluster	Vietnam and the 1960s																		
<p>The Twenty-Fifth Amendment was ratified to clarify the process of presidential succession. Which scenarios does the Twenty-Fifth Amendment address?</p>	Subcluster	Response to the War																		
<p>Move the correct answer to each box in the chart. Not all answers will be used.</p>	Content	Supporting																		
<p>A president fails to win the popular vote, and the president still wins the election.</p>	Process																			
<p>A president resigns while in office, and the vice president becomes president.</p>	Item Type	Drag and Drop (2 pts)																		
<p>A president fails to win a second term, and a new president is inaugurated.</p>	Stimulus																			
<p>A president wins a second and final term, and the president remains in office.</p>																				
<p>A president dies while in office, and the vice president becomes president.</p>																				
<p>Scenarios Addressed by the Twenty-Fifth Amendment</p> <table border="1" data-bbox="269 908 962 1098"> <tr> <td style="text-align: center; padding: 10px;">[]</td> </tr> <tr> <td style="text-align: center; padding: 10px;">[]</td> </tr> </table>	[]	[]	<p>Data Analysis</p> <table border="1" data-bbox="1093 612 1509 887"> <thead> <tr> <th>Item</th> <th>State</th> <th>Local</th> </tr> </thead> <tbody> <tr> <td>Full Credit</td> <td>39</td> <td></td> </tr> <tr> <td>No Credit</td> <td>22</td> <td></td> </tr> <tr> <td>Partial Credit</td> <td>39</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>			Item	State	Local	Full Credit	39		No Credit	22		Partial Credit	39				
[]																				
[]																				
Item	State	Local																		
Full Credit	39																			
No Credit	22																			
Partial Credit	39																			
<p>*Correct Answer ("A president resigns while in office, and the vice president becomes president" and A president dies while in office, and the vice president becomes president")</p>	Error Analysis	<p><input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts</p>																		
	<input type="checkbox"/> Careless Error	<p><input type="checkbox"/> Stopped Too Early</p>																		
		<p>Learning from Mistakes Instructional Implications</p>																		

US.22(A) identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution		Analysis of Assessed Standards	
!	2023 – Q6	Cluster	Vietnam and the 1960s
	Which political button reflects the connection between the Vietnam War and the passage of the Twenty-Sixth Amendment to the U.S. Constitution?	Subcluster	Response to the War
(A)		Content	Readiness
(B)		Process	
(C)		Item Type	Multiple Choice (1 pt)
(D)		Stimulus	
		Data Analysis	
		Item	State
		A*	56
		B	11
		C	24
		D	9
		Error Analysis	
		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
		<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
		Learning from Mistakes Instructional Implications	

*Correct Answer (A)

IQ Analysis | Investigating the Question

US.23(A)

RC 3

		Analysis of Assessed Standards	
2024 – Q62	This excerpt is about Muhammad Ali, who refused to comply with the military draft in 1967.	Cluster	Vietnam and the 1960s
	The [draftee] drawing such intense interest was Muhammad Ali, the undefeated heavyweight champion of the world. Over the past three years, Ali had become a national [outcast] for his views on race, religion, and especially the Vietnam War. He was tried and convicted of draft evasion in federal district court and sentenced to the maximum penalty. He was stripped of his [boxing] titles and suspended from boxing during the peak of his career, losing millions of dollars in the process. . . . In response, Ali and his legal team launched a lengthy challenge against his conviction that ended with victory in the Supreme Court of the United States in 1971.	Subcluster	Response to the War
	<i>—Winston Bowman, "United States v. Clay: Muhammad Ali's Fight against the Vietnam Draft," 2018</i>	Content	Supporting
		Process	
		Item Type	Multiple Choice (1 pt)
		Stimulus	
Data Analysis			
	Item	State	Local
	A		
	B		
	C*	69	
	D		
Error Analysis			
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
Learning from Mistakes Instructional Implications			
*Correct Answer (C)			

IQ Analysis | Investigating the Question

US.24(A)

RC 2

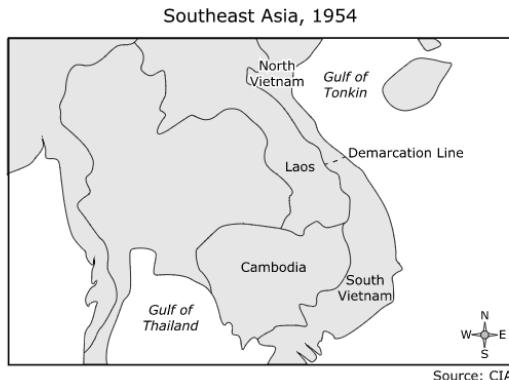
US.24(A) describe how the characteristics of and issues in U.S. history have been reflected in various genres of art, music, film, and literature		Analysis of Assessed Standards	
2023 – Q16		Cluster	Vietnam and the 1960s
This graph shows Vietnam War-related songs that became hit singles between 1960 and 1975.		Subcluster	Response to the War
		Content	Supporting
		Process	
		Item Type	Multiple Choice (1 pt)
		Stimulus	
Data Analysis			
	Item	State	Local
	A	16	
	B*	58	
	C	14	
	D	12	
Error Analysis			
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
Learning from Mistakes Instructional Implications			
*Correct Answer (B)			

<p>US.8(D) explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War</p> <p>2024 – Q25</p> <p>What was the PRIMARY motive for the U.S. government's policy of supporting the government of South Vietnam?</p> <ul style="list-style-type: none"> (A) Encouraging the spread of economic prosperity (B) Preventing the spread of infectious disease (C) Containing the spread of communism (D) Promoting the spread of democracy <p>*Correct Answer (C)</p>	Analysis of Assessed Standards	
Cluster	Vietnam and the 1960s	
Subcluster	Vietnam War	
Content	Readiness	
Process		
Item Type	Multiple Choice (1 pt)	
Stimulus		
Data Analysis		
Item	State	Local
A		
B		
C*	74	
D		
Error Analysis		
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
Learning from Mistakes Instructional Implications		

US.8(D) explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War

! 2023 – Q32

This map shows political boundaries established by the 1954 Geneva Conference following the fall of French Indochina.



After the 1954 Geneva Conference, which action became a part of U.S. foreign policy?

- (A) The gradual buildup of financial and military aid to South Vietnam
- (B) The gradual buildup of economic and industrial aid to North Vietnam
- (C) The use of diplomatic efforts to reunify Cambodia and South Vietnam
- (D) The use of military force to restore French rule in Laos and North Vietnam

*Correct Answer (A)

Analysis of Assessed Standards

Cluster	Vietnam and the 1960s
Subcluster	Vietnam War
Content	Readiness
Process	
Item Type	Multiple Choice (1 pt)
Stimulus	

Data Analysis

Item	State	Local
A*	53	
B	19	
C	16	
D	11	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

IQ Analysis | Investigating the Question

US.23(B)

RC 3

<p>US.23(B) explain the importance of Congressional Medal of Honor recipients such as Army First Lieutenant Vernon J. Baker, Army Corporal Alvin York, and Army Master Sergeant Raul "Roy" Perez Benavidez</p> <p>2024 – Q1</p> <p>This excerpt is from the Medal of Honor ceremony for Master Sergeant Raul "Roy" Perez Benavidez.</p> <div style="border: 1px solid black; padding: 10px;"> <p>His fearless personal leadership, . . . devotion to duty, and extremely valorous actions in the face of overwhelming odds were in keeping with the highest traditions of the military service, and reflect the utmost credit on him and the United States Army.</p> <p style="text-align: center;">—President Ronald Reagan, February 24, 1981</p> </div> <p>Why did Master Sergeant Benavidez earn the Medal of Honor?</p> <ul style="list-style-type: none"> (A) He risked his career to leave the United States to train foreign troops. (B) He risked his individual safety for the lives of other people in battle. (C) He risked his personal reputation to serve his country in Vietnam. (D) He risked his command to support demonstrations against the war. <p>*Correct Answer (B)</p>	Analysis of Assessed Standards	
	Cluster	Vietnam and the 1960s
	Subcluster	Vietnam War
	Content	Supporting
	Process	
	Item Type	Multiple Choice (1 pt)
	Stimulus	
Data Analysis		
Item	State	Local
A		
B*	76	
C		
D		
Error Analysis		
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
Learning from Mistakes Instructional Implications		

Civil Rights

US.9 History. The student understands the impact of the American civil rights movement.

Connected Knowledge and Skills US.1, US.2, US.17, US.20, US.22, US.23

<p>US.2(A) identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics</p> <p>2024 – Q38</p> <p>Which period in U.S. history was characterized by organized protests and bus boycotts?</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> A Reconstruction <input type="radio"/> B Roaring 20s <input type="radio"/> C The Great Depression <input type="radio"/> D Civil Rights Movement <p>*Correct Answer (D)</p>	Analysis of Assessed Standards																
	Cluster	Civil Rights															
	Subcluster	Civic Participation															
	Content	Readiness															
	Process																
	Item Type	Multiple Choice (1 pt)															
<p>Data Analysis</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Item</th><th style="text-align: center;">State</th><th style="text-align: center;">Local</th></tr> </thead> <tbody> <tr> <td style="text-align: center;">A</td><td></td><td></td></tr> <tr> <td style="text-align: center;">B</td><td></td><td></td></tr> <tr> <td style="text-align: center;">C</td><td></td><td></td></tr> <tr> <td style="text-align: center;">D*</td><td style="text-align: center;">84</td><td></td></tr> </tbody> </table> <p>Error Analysis</p> <p><input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts</p> <p><input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early</p> <p>Learning from Mistakes Instructional Implications</p>	Item	State	Local	A			B			C			D*	84			
Item	State	Local															
A																	
B																	
C																	
D*	84																

IQ Analysis | Investigating the Question

US.9(B)

RC 1

US.9(B) explain how Jim Crow laws and the Ku Klux Klan created obstacles to civil rights for minorities such as the suppression of voting		Analysis of Assessed Standards			
2025 – Q58		Cluster	Civil Rights		
Which statement describes an effect of Jim Crow laws on transportation in the South?		Subcluster	Civic Participation		
(A) African Americans were prohibited from buying automobiles.		Content	Readiness		
(B) African Americans were prohibited from owning bus companies.		Process			
(C) African Americans faced seating restrictions on public buses.		Item Type	Multiple Choice (1 pt)		
(D) African Americans faced seating restrictions in personal automobiles.		Stimulus			
Data Analysis					
	Item	State	Local		
A					
B					
C*	85				
D					
Error Analysis					
<input type="checkbox"/> Guessing		<input type="checkbox"/> Mixed Up Concepts			
<input type="checkbox"/> Careless Error		<input type="checkbox"/> Stopped Too Early			
Learning from Mistakes Instructional Implications					

*Correct Answer (C)

US.9(B) explain how Jim Crow laws and the Ku Klux Klan created obstacles to civil rights for minorities such as the suppression of voting	Analysis of Assessed Standards
2024 – Q29	Cluster Civil Rights
Which situation was one result of Jim Crow transportation laws?	Subcluster Civic Participation
	Content Readiness
	Process
	Item Type Multiple Choice (1 pt)
	Stimulus
	Data Analysis
	Item State Local
	A
	B* 82
	C
	D
	Error Analysis
	<input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early
*Correct Answer (B)	Learning from Mistakes Instructional Implications

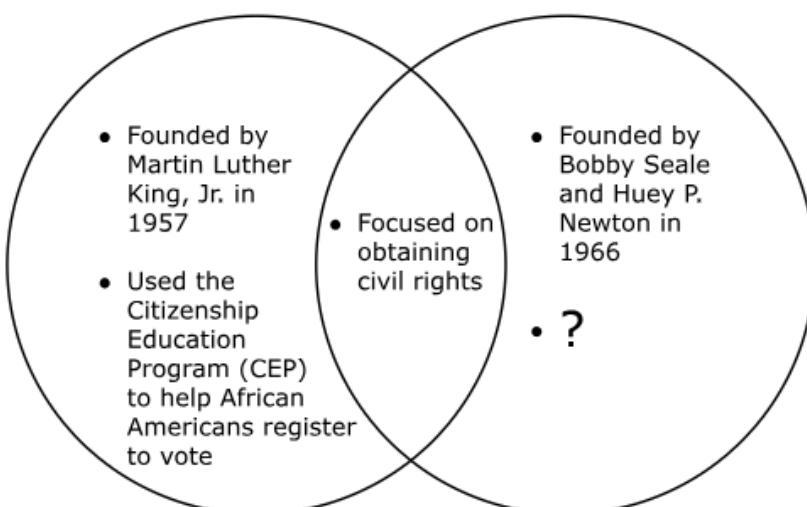
US.9(B) explain how Jim Crow laws and the Ku Klux Klan created obstacles to civil rights for minorities such as the suppression of voting	Analysis of Assessed Standards		
	Cluster	Civil Rights	
	Subcluster	Civic Participation	
	Content	Readiness	
	Process		
	Item Type	Multiple Choice (1 pt)	
	Stimulus		
	Data Analysis		
	Item	State	Local
	A*	70	
	B		
	C		
	D		
	Error Analysis		
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
	Learning from Mistakes Instructional Implications		
* Correct Answer (A)			

IQ Analysis | Investigating the Question

US.9(D)

RC 1

US.9(D) identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Dolores Huerta, Rosa Parks, and Betty Friedan		Analysis of Assessed Standards					
2025 – Q26		Cluster	Civil Rights				
What was one way that Betty Friedan influenced the women's movement of the 1960s and 1970s?		Subcluster	Civic Participation				
<p>(A) She worked as a member of Congress to pass laws on women's health issues.</p> <p>(B) She encouraged women to support the election of conservative political leaders.</p> <p>(C) She wrote a book challenging people to question the traditional roles of women.</p> <p>(D) She encouraged women to oppose the Equal Rights Amendment.</p>		Content	Supporting				
		Process					
		Item Type	Multiple Choice (1 pt)				
		Stimulus					
		Data Analysis					
		Item	State	Local			
	A						
	B						
	C*	52					
	D						
Error Analysis							
<input type="checkbox"/> Guessing		<input type="checkbox"/> Mixed Up Concepts					
<input type="checkbox"/> Careless Error		<input type="checkbox"/> Stopped Too Early					
Learning from Mistakes Instructional Implications							
*Correct Answer (C)							

US.9(E) compare and contrast the approach taken by the Black Panthers with the nonviolent approach of Martin Luther King Jr.		Analysis of Assessed Standards	
2025 – Q40	This diagram compares two civil rights organizations.	Cluster	Civil Rights
	Southern Christian Leadership Conference (SCLC) Black Panthers	Subcluster	Civic Participation
	 <ul style="list-style-type: none"> Founded by Martin Luther King, Jr. in 1957 Used the Citizenship Education Program (CEP) to help African Americans register to vote Focused on obtaining civil rights Founded by Bobby Seale and Huey P. Newton in 1966 ? 	Content	Supporting
		Process	
		Item Type	Multiple Choice (1 pt)
		Stimulus	
Data Analysis			
Item	State	Local	
A			
B*	53		
C			
D			
Error Analysis			
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts		
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early		
Learning from Mistakes Instructional Implications			
<p>*Correct Answer (B)</p>			

US.9(E) compare and contrast the approach taken by the Black Panthers with the nonviolent approach of Martin Luther King Jr.	Analysis of Assessed Standards				
2024 – Q31	Cluster	Civil Rights			
How did the beliefs of Martin Luther King Jr. differ from those of the Black Panthers?	Subcluster	Civic Participation			
(A) King voiced support for the idea of black power because the Black Panthers promoted racial equality.	Content	Supporting			
(B) King believed in black separatism, whereas the Black Panthers believed in an integrated community.	Process				
(C) King advocated for equality through nonviolent protests rather than the militaristic approach of the Black Panthers.	Item Type	Multiple Choice (1 pt)			
(D) King pushed for various anti-poverty measures, while the Black Panthers focused only on political power.	Stimulus				
Data Analysis					
	Item	State	Local		
	A				
	B				
	C*	86			
	D				
Error Analysis					
<input type="checkbox"/> Guessing		<input type="checkbox"/> Mixed Up Concepts			
<input type="checkbox"/> Careless Error		<input type="checkbox"/> Stopped Too Early			
Learning from Mistakes Instructional Implications					

*Correct Answer (C)

IQ Analysis | Investigating the Question

US.9(F)

RC 1

US.9(F) discuss the impact of the writings of Martin Luther King Jr., including his "I Have a Dream" speech and letter from Birmingham Jail on the civil rights movement

2025 – Q9

This excerpt describes an opinion from Martin Luther King, Jr.

And so, many bright [intelligent] young men and women . . . realize that the new frontier will be "integration" rather than "desegregation" and that this makes quite a difference.

—Martin Luther King, Jr., "After Desegregation—What," April 27, 1961

Which action did Dr. King recommend for achieving the "new frontier" described in this excerpt?

- (A) Making efforts to peacefully integrate people of different backgrounds
- (B) Petitioning to permanently close segregated businesses and facilities
- (C) Avoiding disagreements with supporters of segregation
- (D) Relocating to states where integration was less common

*Correct Answer (A)

Analysis of Assessed Standards

Cluster	Civil Rights
Subcluster	Civic Participation
Content	Supporting
Process	
Item Type	Multiple Choice (1 pt)
Stimulus	

Data Analysis

Item	State	Local
A*	78	
B		
C		
D		

Error Analysis

- Guessing Mixed Up Concepts
 Careless Error Stopped Too Early

**Learning from Mistakes
Instructional Implications**

US.9(I) evaluate changes in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process		Analysis of Assessed Standards	
! 2025 – Q33		Cluster	Civil Rights
Which excerpts describe changes to society that resulted from the Civil Rights Movement?		Subcluster	Civic Participation
Select TWO correct answers.		Content	Readiness
		Process	
		Item Type	Hot Text (2 pts)
		Stimulus	
Data Analysis			
	Item	State	Local
	Full Credit	62	
	No Credit	10	
	Partial Credit	28	
Error Analysis			
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
Learning from Mistakes			
Instructional Implications			

*Correct Answer (Options 3 and 4)

US.23(A) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Sandra Day O'Connor, and Hillary Clinton		Analysis of Assessed Standards	
2023 – Q2		Cluster	Civil Rights
This time line represents select events in the life of former congressman John Lewis.		Subcluster	Civic Participation
		Content	Supporting
		Process	
		Item Type	Multiple Choice (1 pt)
		Stimulus	
Data Analysis			
	Item	State	Local
	A	12	
	B	4	
	C	5	
	D*	78	
Error Analysis			
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
Learning from Mistakes Instructional Implications			

Based on the time line and your knowledge of U.S. history, why did John Lewis receive the Presidential Medal of Freedom?

(A) He used activism and government legislation to support conservative causes.

(B) He used court cases and lobbyist activities to extend social segregation.

(C) He used citizen petitions and armed protests to increase suffrage rights.

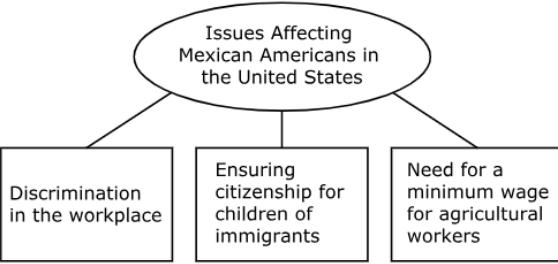
(D) He used peaceful protest and political action to expand civil rights.

*Correct Answer (D)

IQ Analysis | Investigating the Question

US.25(A)

RC 2

<p>US.25(A) explain actions taken by people to expand economic opportunities and political rights for racial, ethnic, gender, and religious groups in American society</p>	<p>Analysis of Assessed Standards</p>																	
<p>2025 – Q20</p> <p>This diagram is related to the Civil Rights Movement.</p>  <pre> graph TD A([Issues Affecting Mexican Americans in the United States]) --> B[Discrimination in the workplace] A --> C[Ensuring citizenship for children of immigrants] A --> D[Need for a minimum wage for agricultural workers] </pre>	Cluster Civil Rights	Subcluster Civic Participation	Content Readiness															
	Process																	
	Item Type Multiple Choice (1 pt)																	
	Stimulus																	
<p>Data Analysis</p> <table border="1" data-bbox="1101 623 1509 855"> <thead> <tr> <th data-bbox="1101 623 1224 654">Item</th> <th data-bbox="1224 623 1346 654">State</th> <th data-bbox="1346 623 1509 654">Local</th> </tr> </thead> <tbody> <tr> <td data-bbox="1101 665 1224 696">A</td><td data-bbox="1224 665 1346 696"></td><td data-bbox="1346 665 1509 696"></td></tr> <tr> <td data-bbox="1101 707 1224 739">B</td><td data-bbox="1224 707 1346 739"></td><td data-bbox="1346 707 1509 739"></td></tr> <tr> <td data-bbox="1101 749 1224 781">C</td><td data-bbox="1224 749 1346 781"></td><td data-bbox="1346 749 1509 781"></td></tr> <tr> <td data-bbox="1101 792 1224 823">D*</td><td data-bbox="1224 792 1346 823">53</td><td data-bbox="1346 792 1509 823"></td></tr> </tbody> </table> <p>Which action did Cesar Chavez take to address some of the issues described in the diagram?</p> <ul style="list-style-type: none"> (A) Established an organization to improve schools (B) Organized mass demonstrations for voting rights (C) Published books describing reforms for farmers (D) Led farmworkers in strikes against growers 	Item	State	Local	A			B			C			D*	53				
Item	State	Local																
A																		
B																		
C																		
D*	53																	
<p>Error Analysis</p> <p><input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early</p> <p>Learning from Mistakes Instructional Implications</p>																		

***Correct Answer (D)**

US.25(C) explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture		Analysis of Assessed Standards	
 2025 – Q63		Cluster	Civil Rights
This list identifies interest groups in the United States.		Subcluster	Civic Participation
<ul style="list-style-type: none"> • National Association for the Advancement of Colored People (NAACP) • League of United Latin American Citizens (LULAC) • National Urban League 		Content	Readiness
		Process	
		Item Type	Multiple Choice (1 pt)
		Stimulus	
Data Analysis			
	Item	State	Local
	A		
	B		
	C*	69	
	D		
Error Analysis			
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
Learning from Mistakes Instructional Implications			
*Correct Answer (C)			

US.25(C) explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture

! 2024 – Q54

This photograph shows a bumper sticker in 1970.



Library of Congress

Based on the photograph and your knowledge of U.S. history, which impact did the United Farm Workers have on U.S. society?

- (A) They lobbied to keep immigrants from working.
- (B) They introduced effective agricultural and harvesting techniques.
- (C) They raised awareness about environmental issues.
- (D) They organized boycotts for greater protections and rights.

*Correct Answer (D)

Analysis of Assessed Standards

Cluster	Civil Rights
Subcluster	Civic Participation
Content	Readiness
Process	
Item Type	Multiple Choice (1 pt)
Stimulus	

Data Analysis

Item	State	Local
A		
B		
C		
D*	36	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

IQ Analysis | Investigating the Question

US.25(D)

RC 2

US.25(D) identify the contributions of women such as Rosa Parks, Eleanor Roosevelt, and Sonia Sotomayor to American society		Analysis of Assessed Standards
! 2023 – Q37	Cluster	Civil Rights
This excerpt is about the arrest of an important individual from the Civil Rights Movement.	Subcluster	Civic Participation
We received a call upon arrival the bus operator said he had a colored female sitting in the white section of the bus, and would not move back. We [the two police officers] also saw her. The bus operator signed a warrant for her. . . .Rosa Parks . . . was charged with chapter 6 section 11 of the Montgomery City Code. —Montgomery Police Department, December 1, 1955	Content	Supporting
	Process	
	Item Type	Short Constructed Response (2 pts)
	Stimulus	
Data Analysis		
Item	State	Local
Full Credit	28	
No Credit	33	
Partial Credit	38	
Error Analysis		
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
Learning from Mistakes Instructional Implications		

*Correct Answer (See Appendix 1.8)

IQ Analysis | Investigating the Question

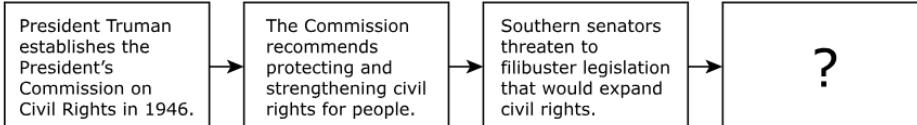
US.9(G)

RC 1

US.9(G) describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights Act of 1964, and the Voting Rights Act of 1965

! 2024 – Q33

This diagram describes events in civil rights history.



Which 1948 action correctly replaces the question mark in this cause-and-effect diagram?

- (A) President Truman orders the Supreme Court to rule on the constitutionality of affirmative action policies.
- (B) President Truman issues an executive order to desegregate the military.
- (C) The Senate passes legislation requiring labor unions to admit African Americans.
- (D) The Senate confirms the nomination of the first African American Supreme Court justice.

Analysis of Assessed Standards

Cluster	Civil Rights
Subcluster	Congress
Content	Readiness
Process	
Item Type	Multiple Choice (1 pt)
Stimulus	

Data Analysis

Item	State	Local
A		
B*	26	
C		
D		

Error Analysis

- Guessing Mixed Up Concepts
 Careless Error Stopped Too Early

Learning from Mistakes
Instructional Implications

*Correct Answer (B)

US.9(G) describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights Act of 1964, and the Voting Rights Act of 1965

Analysis of Assessed Standards

Cluster	Civil Rights
Subcluster	Congress
Content	Readiness
Process	
Item Type	Multiple Choice (1 pt)
Stimulus	

! 2023 – Q24

Read the excerpt and answer the question that follows.

The March on Washington for Jobs and Freedom brought together the nation's most prominent civil rights leaders, along with tens of thousands of marchers, to press the United States government for equality. The culmination of this event was the influential and most memorable speech of Dr. King's career.

—“Martin Luther King, Jr.” National Archives and Records Administration, www.archives.gov (accessed October 5, 2017)

How did the federal government respond to the 1963 march described in this excerpt?

- (A) By passing legislation prohibiting discrimination in public places
- (B) By signing an executive order to desegregate the military
- (C) By asking the Supreme Court to rule segregation of schools unconstitutional
- (D) By ratifying an amendment granting suffrage to people of all races

Data Analysis

Item	State	Local
A*	53	
B	5	
C	15	
D	27	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

*Correct Answer (A)

IQ Analysis | Investigating the Question

US.9(H)

RC 1

US.9(H) explain how George Wallace, Orval Faubus, and the Congressional bloc of southern Democrats sought to maintain the status quo

2024 – Q5

This excerpt highlights a debate in the U.S. Senate in the 1960s.

As the Senate debate continued, . . . opponents expressed their objections in far-ranging statements that summed up decades of anti-civil rights [positions]. . . . Senator Strom Thurmond of South Carolina echoed that sentiment, stating that "there are already ample laws on the [state law] books . . . if any qualified citizen does not vote today, the explanation must be either that he does not desire to vote or that he has not complained about voting." Senator Russell Long of Louisiana argued that the bill would deny individuals the right to make "decisions such as whom a person will have as his neighbor and with whom he will associate in other respects."

—*"Civil Rights Act of 1964," U.S. Senate*

Based on the excerpt and your knowledge of U.S. history, how did southern Democrats in Congress work to maintain the status quo in the South?

- (A) By supporting laws that promoted racial integration in public places
- (B) By supporting organizations that provided legal representation to African Americans
- (C) By opposing the amount of power given to states in court cases involving African Americans
- (D) By opposing laws that reduced discrimination based on race

*Correct Answer (D)

Analysis of Assessed Standards

Cluster	Civil Rights
Subcluster	Congress
Content	Supporting
Process	
Item Type	Multiple Choice (1 pt)
Stimulus	

Data Analysis

Item	State	Local
A		
B		
C		
D*	43	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

**Learning from Mistakes
Instructional Implications**

IQ Analysis | Investigating the Question

US.17(D)

RC 4

US.17(D) identify the actions and outcomes of government policies intended to create economic opportunities for citizens such as the Great Society, affirmative action, and Title IX		Analysis of Assessed Standards	
! 2023 – Q28		Cluster	Civil Rights
Choose the correct answer from each drop-down menu to complete the sentences.		Subcluster	Congress
The Economic Opportunity Act of 1964 established the Office of Economic Opportunity to implement education, employment, and training programs as part of the Great Society initiative.		Content	Supporting
This act provided adult education and other benefits such as <input type="text"/> .		Process	
One effect of this act was a <input type="text"/> .		Item Type	Inline Choice (2 pts)
		Stimulus	
Data Analysis			
Item	State	Local	
Full Credit	22		
No Credit	19		
Partial Credit	59		
Error Analysis			
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts		
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early		
Learning from Mistakes Instructional Implications			

*Correct Answer (business loans, reduction in the poverty rate)

IQ Analysis | Investigating the Question

US.22(A)

RC 3

US.22(A) identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution



This table describes a selection of amendments to the U.S. Constitution.

Select Amendments to the U.S. Constitution

Year Ratified	Amendment	Description
1868	Fourteenth	Grants citizenship to all people born in the United States; protects equal process of the law
1870	Fifteenth	Guarantees right to vote for all men
1920	Nineteenth	Extends right to vote for women
1961	Twenty-third	Extends right to vote for residents of District of Columbia
1971	Twenty-sixth	Lowers the legal voting age from 21 to 18

Based on this table, which generalization can be made about constitutional amendments?

- (A) They primarily deal with topics that follow established procedures and traditions.
- (B) They primarily deal with topics relating to election cycles and limiting terms of office.
- (C) They play an important role in expanding participation in the democratic process.
- (D) They play an important role in expanding the power of publicly elected officials.

*Correct Answer (C)

Analysis of Assessed Standards

Cluster	Civil Rights
Subcluster	Constitution
Content	Readiness
Process	
Item Type	Multiple Choice (1 pt)
Stimulus	

Data Analysis

Item	State	Local
A		
B		
C*	56	
D		

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

IQ Analysis | Investigating the Question

US.1(B)

RC 1

US.1(B) analyze and evaluate the application of these founding principles to historical events in U.S. history		Analysis of Assessed Standards	
2024 – Q8	In June, 1958, two residents of Virginia, Mildred Jeter, a Negro woman, and Richard Loving, a white man, were married in the District of Columbia pursuant to its laws. Shortly after their marriage, the Lovings returned to Virginia and established their marital abode in Caroline County. At the October Term, 1958, of the Circuit Court of Caroline County, a grand jury issued an indictment charging the Lovings with violating Virginia's ban on interracial marriages. On January 6, 1959, the Lovings pleaded guilty to the charge, and were sentenced to one year in jail; however, the trial judge suspended the sentence for a period of 25 years on the condition that the Lovings leave the State and not return to Virginia together for 25 years. —Legal Information Institute, www.law.cornell.edu (accessed May 9, 2019)	Cluster	Civil Rights
		Subcluster	Courts
		Content	Supporting
		Process	
		Item Type	Multiple Choice (1 pt)
		Stimulus	
Data Analysis			
Item	State	Local	
A			
B*	60		
C			
D			
Error Analysis			
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts		
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early		
Learning from Mistakes Instructional Implications			
*Correct Answer (B)			

US.9(B) explain how Jim Crow laws and the Ku Klux Klan created obstacles to civil rights for minorities such as the suppression of voting

! 2023 – Q48

This excerpt summarizes the effects of two state court decisions, one from Colorado and one from Texas.

In *Lueras v. Town of Lafayette* and *Terrell Wells Swimming Pool v. Rodríguez* the courts determined, in 1937 and 1944 respectively, that [Mexican Americans] were not white and therefore not entitled to use public facilities. . . . While technically [Mexican Americans] were not singled out as a non-white minority, the act of identifying them as "Indian" and therefore non-white made them subject to such systematic discrimination. As a result, [Mexican Americans] were forced to use separate bathrooms and drinking fountains and sit in separate sections of restaurants and theaters.

—National Park Service, Civil Rights in America: Racial Desegregation of Public Accommodations, 2009

Which development MOST likely resulted from these court decisions?

- (A) Use of Navajo Code Talkers in the 1940s
- (B) Widespread enactment of segregation laws
- (C) Enforcement of prohibition laws in the 1930s
- (D) Mass deportations during the Great Depression

*Correct Answer (B)

Analysis of Assessed Standards

Cluster	Civil Rights
Subcluster	Courts
Content	Readiness
Process	
Item Type	Multiple Choice (1 pt)
Stimulus	

Data Analysis

Item	State	Local
A	9	
B*	66	
C	11	
D	14	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

US.9(H) explain how George Wallace, Orval Faubus, and the Congressional bloc of southern Democrats sought to maintain the status quo	Analysis of Assessed Standards		
2025 – Q34	Cluster	Civil Rights	
Which statement describes one action Alabama Governor George Wallace took to maintain the status quo in the 1960s?	Subcluster	Courts	
(A) He introduced poll taxes to prevent African Americans from voting in Alabama.	Content	Supporting	
(B) He blocked African Americans from entering the University of Alabama.	Process		
(C) He ended the use of Jim Crow laws in Alabama.	Item Type	Multiple Choice (1 pt)	
(D) He supported affirmative action policies for African Americans in Alabama.	Stimulus		
Data Analysis			
	Item	State	Local
	A		
	B*	27	
	C		
	D		
Error Analysis			
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
Learning from Mistakes Instructional Implications			

*Correct Answer (B)

US.9(H) explain how George Wallace, Orval Faubus, and the Congressional bloc of southern Democrats sought to maintain the status quo	Analysis of Assessed Standards		
2023 – Q33	Cluster	Civil Rights	
Which policy did Governor Orval Faubus of Arkansas most strongly support in the 1950s?	Subcluster	Courts	
(A) Segregation in public places and schools	Content	Supporting	
(B) Enforcement of civil rights legislation	Process		
(C) Increases in the federal regulation of business	Item Type	Multiple Choice (1 pt)	
(D) Elimination of the poll tax	Stimulus		
Data Analysis			
	Item	State	Local
	A*	52	
	B	22	
	C	14	
	D	12	
Error Analysis			
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
Learning from Mistakes Instructional Implications			

*Correct Answer (A)

IQ Analysis | Investigating the Question

US.20(A)

RC 3

		Analysis of Assessed Standards	
2025 – Q21		Cluster	Civil Rights
How did the U.S. Supreme Court case of <i>Plessy v. Ferguson</i> affect the United States after 1896? Describe TWO effects of the decision.		Subcluster	Courts
Think about the question carefully. Then enter your answer in the box provided.		Content	Readiness
		Process	
		Item Type	Short Constructed Response (2 pts)
		Stimulus	
Data Analysis			
	Item	State	Local
	Full Credit	14	
	No Credit	71	
	Partial Credit	16	
Error Analysis			
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
Learning from Mistakes Instructional Implications			

*Correct Answer (See Scoring Guide)

US.20(A) analyze the effects of landmark U.S. Supreme Court decisions, including Plessy v. Ferguson, Brown v. Board of Education, Hernandez v. Texas, Tinker v. Des Moines, and Wisconsin v. Yoder

2025 – Q64

This excerpt from a federal government website describes the Supreme Court case *Engel v. Vitale* (1962).

A New York State law required public schools to open each day with the Pledge of Allegiance and a nondenominational prayer. . . . A parent sued on behalf of his child, arguing that the law violated the Establishment Clause of the First Amendment. . . .

The [Supreme Court] majority, via Justice Black, held that school-sponsored prayer violates the Establishment Clause of the First Amendment. . . . Since Americans adhere to a wide variety of beliefs, it is not appropriate for the government to endorse any particular belief system.

—“Facts and Case Summary—Engel v. Vitale,” U.S. Courts

Which school action represents a violation of the court’s ruling?

- (A) A school soccer coach requires the team to say a religious prayer before practice.
- (B) A student club meets before school for religious studies.
- (C) A church rents a school’s gymnasium for a weekend fundraising event.
- (D) A student in school says a silent prayer prior to taking an exam.

*Correct Answer (A)

Analysis of Assessed Standards

Cluster	Civil Rights
Subcluster	Courts
Content	Readiness
Process	
Item Type	Multiple Choice (1 pt)
Stimulus	

Data Analysis

Item	State	Local
A*	77	
B		
C		
D		

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

US.20(A) analyze the effects of landmark U.S. Supreme Court decisions, including Plessy v. Ferguson, Brown v. Board of Education, Hernandez v. Texas, Tinker v. Des Moines, and Wisconsin v. Yoder

2024 – Q47

This question has two parts.

This excerpt is from the transcript of an important U.S. Supreme Court ruling.

Because of the obvious importance of the question presented, the Court took jurisdiction. . . .
 . . . Does segregation of children in public schools solely on the basis of race . . . deprive the children of the minority group of equal educational opportunities? . . .
 Segregation of white and colored children in public schools has a detrimental effect upon the colored children. . . .
 We conclude that, in the field of public education, the doctrine of "separate but equal" has no place. . . . This disposition makes unnecessary any discussion whether such segregation also violates the Due Process Clause.
 —Brown v. Board of Education, May 17, 1954

Part A

How did the *Brown v. Board of Education* ruling affect the Civil Rights Movement?

- (A) The ruling led to increased segregation that targeted a select group of citizens.
- (B) The ruling repealed laws that had previously protected the policy of segregation.
- (C) The ruling resulted in racial equality for all minority citizens living in the country.
- (D) The ruling prevented other minority groups from protesting for equal treatment.

Part B

Which statement from the excerpt provides evidence to support your answer to Part A?

- (A) "Because of the obvious importance of the question presented, the Court took jurisdiction."
- (B) "Segregation of white and colored children in public schools has a detrimental effect upon the colored children."
- (C) "We conclude that, in the field of public education, the doctrine of 'separate but equal' has no place."
- (D) "This disposition makes unnecessary any discussion whether such segregation also violates the Due Process Clause."

*Correct Answer (B, C)

Analysis of Assessed Standards

Cluster	Civil Rights
Subcluster	Courts
Content	Readiness
Process	
Item Type	Multipart (2 pts)
Stimulus	

Data Analysis

Item	State	Local
Full Credit	36	
No Credit	49	
Partial Credit	16	

Error Analysis

- Guessing Mixed Up Concepts
 Careless Error Stopped Too Early

**Learning from Mistakes
Instructional Implications**

US.20(A) analyze the effects of landmark U.S. Supreme Court decisions, including Plessy v. Ferguson, Brown v. Board of Education, Hernandez v. Texas, Tinker v. Des Moines, and Wisconsin v. Yoder

2023 – Q1

This list highlights some facts from a U.S. Supreme Court case during the 1960s.

Mapp v. Ohio (1961)

- Police officers forcibly entered a house without a warrant.
- Officers arrested house owner Dollree Mapp for having illegal photographs.
- Mapp appealed to the Supreme Court, saying that her constitutional liberties had been violated.
- The Supreme Court decided in favor of Mapp.

Based on the facts of this case and your knowledge of constitutional rights, which outcome resulted from this U.S. Supreme Court decision?

- (A) Constitutional guarantees of due process in criminal trials were increased.
 (B) Constitutional protections against unlawful searches and seizures were expanded.
 (C) Constitutional assurances of the right to an attorney were expanded.
 (D) Constitutional safeguards against excessive bails and fines were increased.

*Correct Answer (B)

Analysis of Assessed Standards

Cluster	Civil Rights
Subcluster	Courts
Content	Readiness
Process	
Item Type	Multiple Choice (1 pt)
Stimulus	

Data Analysis

Item	State	Local
A	5	
B*	87	
C	6	
D	2	

Error Analysis

- Guessing Mixed Up Concepts
 Careless Error Stopped Too Early

Learning from Mistakes
Instructional Implications

US.22(A) identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution

2024 – Q20

This list provides information about a U.S. Supreme Court case from the 1960s.

Summary of *Wesberry v. Sanders*

- James Wesberry lived in a Georgia congressional district with more residents than other Georgia districts.
- Wesberry challenged Georgia's congressional district map in court.
- In 1964, the Supreme Court ruled that congressional districts must have roughly equal populations.

Which statement describes the significance of *Wesberry v. Sanders*?

- (A) It shows the effectiveness of efforts to lobby public officials in order to change public policies.
- (B) It proves that amendments to the Constitution resolve issues affecting the democratic process.
- (C) It demonstrates how using litigation can secure fairer participation in the political process.
- (D) It provides evidence of accomplishments by activists before the start of the Civil Rights Movement.

*Correct Answer (C)

Analysis of Assessed Standards

Cluster	Civil Rights
Subcluster	Courts
Content	Readiness
Process	
Item Type	Multiple Choice (1 pt)
Stimulus	

Data Analysis

Item	State	Local
A		
B		
C*	36	
D		

Error Analysis

- Guessing Mixed Up Concepts
 Careless Error Stopped Too Early

Learning from Mistakes
Instructional Implications

US.25(A) explain actions taken by people to expand economic opportunities and political rights for racial, ethnic, gender, and religious groups in American society

2024 – Q45

This excerpt is about a presidential order issued during the 1960s.

The Executive Order prohibits federal contractors . . . from discriminating in employment decisions on the basis of race, color, religion, sex, sexual orientation, gender identity or national origin. The Executive Order also requires Government contractors to take affirmative action to ensure that equal opportunity is provided in all aspects of their employment.

—*"Executive Order 11246—Equal Employment Opportunity,"*
U.S. Department of Labor

Which statement describes an effect of this executive order?

- (A) More economic possibilities were created for women and minorities.
- (B) Fewer revenues were generated from fines for policy violations.
- (C) More private businesses were able to contribute money to political campaigns.
- (D) Fewer resources were assigned to fighting harassment and discrimination.

*Correct Answer (A)

Analysis of Assessed Standards

Cluster Civil Rights

Subcluster Courts

Content Readiness

Process

Item Type Multiple Choice (1 pt)

Stimulus

Data Analysis

Item	State	Local
A*	76	
B		
C		
D		

Error Analysis

Guessing Mixed Up Concepts
 Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

1970s - End of the Cold War

US.10 History. The student understands the impact of political, economic, and social factors in the U.S. from the 1970s through 1990.

Connected Knowledge and Skills US.2, US.11, US.14, US.17, US.18, US.23, US.24, US.26, US.27

US.10(E) describe significant societal issues of this time period such as the War on Drugs and the AIDS epidemic		Analysis of Assessed Standards	
2024 – Q34	This excerpt discusses a proposed amendment.	Cluster	1970s - End of the Cold War
	The purpose of the ERA [Equal Rights Amendment] was to establish legal gender equality. . . . [It] was drafted in 1923. . . . In 1970, after decades of receiving little attention . . . the amendment was given serious consideration. By March 1972 the ERA . . . was sent to the states for ratification. Twenty-two states quickly ratified the amendment in 1972. But when the final deadline for ratification arrived . . . it was three states short. —Christine Blackerby, "The Equal Rights Amendment: The Most Popular Never-Ratified Amendment," National Archives	Subcluster	Cultural and Social Factors
		Content	Supporting
		Process	
		Item Type	Multiple Choice (1 pt)
		Stimulus	
Data Analysis			
	Item	State	Local
	A		
	B*	75	
	C		
	D		
Error Analysis			
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
Learning from Mistakes Instructional Implications			
*Correct Answer (B)			

US.10(E) describe significant societal issues of this time period such as the War on Drugs and the AIDS epidemic	Analysis of Assessed Standards		
! 2023 – Q26	Cluster	1970s - End of the Cold War	
This excerpt is from a presidential speech.	Subcluster	Cultural and Social Factors	
<p>First, drug education—the 1990 budget has provided over a \$200 million increase for school and community prevention programs like those that have proven so successful right here. We've got to teach our children to stay away from drugs. We've got to stop illegal drug use before it even gets started.</p> <p>And second, drug treatment and prevention—too many people in too many cities simply aren't getting the help they need. That's not right. And that's why the '90 budget has boosted spending on drug treatment and prevention, and especially cocaine treatment, by about \$375 million.</p> <p>And third, for those who cannot learn or will not seek help, we have a plan for them, too, because we're going to take back the streets by taking them off the streets. And that means helping your able police chief. That means punishing those who do evil.</p> <p style="text-align: right;">—President George H. W. Bush, "Remarks at the Acres Homes War on Drugs Rally in Houston, Texas," December 7, 1989</p>	Content	Supporting	
	Process		
	Item Type	Multiselect (2 pts)	
	Stimulus		
Data Analysis			
	Item	State	Local
	Full Credit	27	
	No Credit	18	
	Partial Credit	54	
Error Analysis			
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
Learning from Mistakes Instructional Implications			
*Correct Answer (B, E)			

US.24(C) identify and analyze the global diffusion of American culture through various media		Analysis of Assessed Standards			
2024 – Q30		Cluster	1970s - End of the Cold War		
Choose the correct answer from each drop-down menu to complete the sentences.		Subcluster	Cultural and Social Factors		
Following World War II, some African American soldiers were motivated to settle overseas because of the racism they experienced living in the United States and the <input type="text"/> they found in European countries. A few chose to open restaurants that served the regional cuisine they were accustomed to back home, leading to <input type="text"/> .		Content	Supporting		
		Process			
		Item Type	Inline Choice (2 pts)		
		Stimulus			
Data Analysis					
Item	State	Local			
Full Credit	59				
No Credit	13				
Partial Credit	28				
Error Analysis					
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts				
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early				
Learning from Mistakes Instructional Implications					

*Correct Answer ("social acceptance" and "an opportunity for cultural exchange")

IQ Analysis | Investigating the Question

US.10(B)

RC 1

US.10(B) describe Ronald Reagan's leadership in domestic and international policies, including Reagan's economic policies and Peace Through Strength		Analysis of Assessed Standards	
2025 – Q24		Cluster	1970s - End of the Cold War
This excerpt is from a congressional hearing about an economic policy supported by presidential candidate Ronald Reagan.		Subcluster	Economic Factors
This time around, tax reduction should be preferred to spending increases. Furthermore, tax reductions should be aimed at creating incentives to save and invest, or to work harder, rather than to spend more. We need to increase the supply of savings. We need to increase the supply of plant and equipment. We need to increase the supply of skilled manpower, and we need to increase the supply of goods on the shelves—not just to increase the demand for them.		Content	Supporting
		Process	
		Item Type	Multiple Choice (1 pt)
		Stimulus	
Data Analysis			
Item	State	Local	
A			
B			
C			
D*	51		
Error Analysis			
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts		
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early		
Learning from Mistakes Instructional Implications			
*Correct Answer (D)			

US.17(E) describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system such as the Organization of Petroleum Exporting Countries (OPEC) oil embargo, the General Agreement on Tariffs and Trade (GATT), and the North American Free Trade Agreement (NAFTA)		Analysis of Assessed Standards	
Cluster	1970s - End of the Cold War	Subcluster	Economic Factors
Content	Readiness	Process	
Item Type	Multiple Choice (1 pt)	Stimulus	
Data Analysis			
Item	State	Local	
A	6		
B	11		
C*	75		
D	8		
Error Analysis			
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts		
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early		
Learning from Mistakes Instructional Implications			

2023 – Q15

This excerpt is from a presidential speech.

Good evening:

Three weeks ago, I spoke to you about the national energy crisis and our policy for meeting it. Tonight I want to talk with you again to report on our progress and to announce further steps we must take to carry out our energy policy. . . .

In order to minimize disruptions in our economy, I asked on November 7 that all Americans adopt certain . . . measures to help meet the challenge of reduced energy supplies. These steps include reductions in home heating, reductions in driving speeds, elimination of unnecessary lighting. And American people, all of you, you have responded to this challenge with that spirit of sacrifice which has made this such a great nation.

—President Richard Nixon, Address to the Nation about National Energy Policy, November 25, 1973

Which sentence describes a result of the situation addressed by President Nixon?

(A) The ongoing conflict in the Middle East led the U.S. government to focus on increasing foreign oil imports.

(B) The ongoing conflict in the Middle East led the U.S. government to begin taking over domestic energy companies.

(C) The actions of the Organization of Petroleum Exporting Countries (OPEC) led the U.S. government to focus on energy conservation.

(D) The actions of the Organization of Petroleum Exporting Countries (OPEC) led the U.S. government to begin exporting oil to the region.

*Correct Answer (C)

US.27(A) analyze how scientific discoveries, technological innovations, space exploration, and the application of these by the free enterprise system improve the standard of living in the United States, including changes in transportation and communication	Analysis of Assessed Standards	
	Cluster	1970s - End of the Cold War
2024 – Q55	Subcluster	Economic Factors
How has space exploration improved the standard of living in the United States?	Content	Readiness
	Process	
(A) By leading to technological innovations that made some jobs obsolete	Item Type	Multiple Choice (1 pt)
(B) By leading to the creation of new industries based around new technology	Stimulus	
(C) By leading to automation that allows robots to work on space missions	Data Analysis	
(D) By leading to the development of companies focused on commercial space travel	Item	State
*Correct Answer (B)	A	
	B*	67
	C	
	D	
	Error Analysis	
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
	Learning from Mistakes Instructional Implications	

US.10(A) describe Richard M. Nixon's leadership in the normalization of relations with China and the policy of détente		Analysis of Assessed Standards	
2025 – Q3		Cluster	1970s - End of the Cold War
How did President Richard Nixon's visit to China in 1972 represent a change in U.S. foreign relations?		Subcluster	Foreign Affairs
<p>A It showed that the United States recognized Taiwan as the head of Chinese government.</p> <p>B It showed that the United States had abandoned its interests in Asia.</p> <p>C It was a sign that the United States accepted China as an influential country in the region.</p> <p>D It was a sign that the United States had decided to provide military support to Taiwan.</p>		Content	Supporting
		Process	
		Item Type	Multiple Choice (1 pt)
		Stimulus	
Data Analysis			
Item	State	Local	
A			
B			
C*	72		
D			
Error Analysis			
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts		
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early		
Learning from Mistakes Instructional Implications			

*Correct Answer (C)

		Analysis of Assessed Standards	
Cluster	1970s - End of the Cold War		
Subcluster	Foreign Affairs		
Content	Readiness		
Process			
Item Type	Inline Choice (2 pts)		
Stimulus			
Data Analysis			
Item	State	Local	
Full Credit	21		
No Credit	40		
Partial Credit	39		
Error Analysis			
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts		
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early		
Learning from Mistakes Instructional Implications			
*Correct Answer (travel to the US for medical care; interference in their affairs)			

US.10(C) describe U.S. involvement in the Middle East such as support for Israel, the Camp David Accords, the Iran Hostage Crisis, Marines in Lebanon, and the Iran-Contra Affair

! 2023 – Q7

This table lists important events during the United States' involvement in the Middle East between 1970 and 1990.

Identify the causes and effects that are missing from the table.

Move each cause or effect into the correct box in the table.

Terrorist attack occurs on U.S. Marines in Lebanon. U.S. government supports Israel.

Disputes occur over Israeli control of the Sinai Peninsula. The fuel shortage crisis begins.

Cause	Event	Effect
[]	The Organization of the Petroleum Exporting Countries (OPEC) members announce a production embargo.	[]
[]	The Camp David Accords are brokered by President Jimmy Carter.	A long-term peace agreement is established between Egypt and Israel.
The Arab-Israeli conflict erupts in Lebanon.	Peacekeeping forces are stationed to enforce the ceasefire agreement between Israel and the Palestine Liberation Organization (PLO).	[]

Analysis of Assessed Standards

Cluster	1970s - End of the Cold War
Subcluster	Foreign Affairs
Content	Readiness
Process	
Item Type	Drag and Drop (2 pts)
Stimulus	

Data Analysis

Item	State	Local
Full Credit	19	
No Credit	41	
Partial Credit	40	

Error Analysis

- Guessing Mixed Up Concepts
 Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

* Correct Answer (Cause: U.S. government supports Israel. Disputes occur over Israeli control of the Sinai Peninsula. Effect: The fuel shortage crisis begins. Terrorist attack occurs on U.S. Marines in Lebanon.)

US.10(C) describe U.S. involvement in the Middle East such as support for Israel, the Camp David Accords, the Iran Hostage Crisis, Marines in Lebanon, and the Iran-Contra Affair	Analysis of Assessed Standards			
2023 – Q55	Cluster	1970s - End of the Cold War		
Which reason has the U.S. government given for supporting Israel?	Subcluster	Foreign Affairs		
<p>(A) Israel provided NATO with the majority of its oil.</p> <p>(B) Israel was one of the few democracies in the Middle East.</p> <p>(C) Israel fought on the side of the Allied nations during World War II.</p> <p>(D) Israel was one of the world's largest importers of consumer goods.</p>	Content	Readiness		
	Process			
	Item Type	Multiple Choice (1 pt)		
	Stimulus			
	Data Analysis			
	Item	State	Local	
	A	44		
	B*	24		
	C	17		
	D	15		
Error Analysis				
<input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early				
Learning from Mistakes Instructional Implications				

*Correct Answer (B)

IQ Analysis | Investigating the Question

US.10(D)

RC 1

US.10(D) describe the causes and key organizations of the conservative resurgence of the 1980s such as the Heritage Foundation and the Moral Majority		Analysis of Assessed Standards																			
2025 – Q10		Cluster	1970s - End of the Cold War																		
This excerpt describes the creation of The Heritage Foundation.		Subcluster	Political Factors																		
Since our founding in 1973, The Heritage Foundation has been working to advance the principles of free enterprise, limited government, individual freedom, traditional American values, and a strong national defense. Our hard work has paid off time and again.		Content	Supporting																		
<i>—The Heritage Foundation, "About Heritage," April 23, 2020</i>		Process																			
Which actions MOST reflect the influence of the organization described in the excerpt?		Item Type	Multiselect (2 pts)																		
Select TWO correct answers.		Stimulus																			
<input type="checkbox"/> Passage of strong environmental protection regulations <input type="checkbox"/> Resurgence of the conservative political agenda <input type="checkbox"/> Decline in popularity of evangelical Christianity <input type="checkbox"/> Rise of communists in federal positions <input type="checkbox"/> Policies of President Ronald Reagan		Data Analysis <table border="1"> <thead> <tr> <th>Item</th><th>State</th><th>Local</th></tr> </thead> <tbody> <tr> <td>Full Credit</td><td>35</td><td></td></tr> <tr> <td>No Credit</td><td>17</td><td></td></tr> <tr> <td>Partial Credit</td><td>48</td><td></td></tr> <tr> <td></td><td></td><td></td></tr> <tr> <td></td><td></td><td></td></tr> </tbody> </table> Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early	Item	State	Local	Full Credit	35		No Credit	17		Partial Credit	48								Learning from Mistakes Instructional Implications
Item	State	Local																			
Full Credit	35																				
No Credit	17																				
Partial Credit	48																				
*Correct Answer (B, E)																					

US.10(D) describe the causes and key organizations of the conservative resurgence of the 1980s such as the Heritage Foundation and the Moral Majority	Analysis of Assessed Standards		
2023 – Q52	Cluster	1970s - End of the Cold War	
Which position did the political action group known as the Moral Majority support in the 1980s?	Subcluster	Political Factors	
<p>(A) Students should be allowed to pray in public schools.</p> <p>(B) Society should welcome diverse family lifestyles.</p> <p>(C) Leaders should support the Equal Rights Amendment for women.</p> <p>(D) The Supreme Court should be encouraged to decide in favor of liberal ideas.</p>	Content	Supporting	
	Process		
	Item Type	Multiple Choice (1 pt)	
	Stimulus		
	Data Analysis		
	Item	State	Local
	A*	22	
	B	31	
	C	23	
	D	24	
Error Analysis			
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts		
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early		
Learning from Mistakes			
Instructional Implications			

*Correct Answer (A)

IQ Analysis | Investigating the Question

US.11(B)

RC 1

US.11(B) identify significant social and political issues such as health care, immigration, and education from different viewpoints across the political spectrum		Analysis of Assessed Standards	
2024 – Q9		Cluster	1970s - End of the Cold War
This question has two parts.		Subcluster	Political Factors
This excerpt is from an organization with one view on climate change.		Content	Supporting
<p>Global warming is indeed real, and human activity has been a contributor since 1975.</p> <p>But global warming is also a very complicated and difficult issue that can provoke very unwise policy in response to political pressure. . . .</p> <p>Although there are many different legislative proposals for substantial reductions in carbon dioxide emissions, there is no operational or tested suite of technologies that can accomplish the goals of such legislation. Fortunately . . . there is ample time to develop such technologies.</p> <p>—“Global Warming and Climate Change,” Cato Handbook for Policymakers, Cato Institute</p>		Process	
		Item Type	Multipart (2 pts)
		Stimulus	
Data Analysis			
	Item	State	Local
<input type="checkbox"/> Full Credit	30		
<input type="checkbox"/> No Credit	56		
<input type="checkbox"/> Partial Credit	14		
Error Analysis			
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts		
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early		
Learning from Mistakes Instructional Implications			
*Correct Answer (C, B)			

IQ Analysis | Investigating the Question

US.14(B)

RC 2

US.14(B) identify the roles of governmental entities and private citizens in managing the environment such as the establishment of the National Park System, the Environmental Protection Agency (EPA), and the Endangered Species Act

2025 – Q27

This excerpt is from a newspaper article published in the 2000s.

Speaking Sunday at the D.C. Green Festival, Julia Butterfly Hill takes only a few minutes to get around to the redwood tree. . . .

A chance road trip to California . . . put her in the right place at the right time. A group of "front-liners" had been rotating tree sitters in and out of giant redwoods . . . every couple of days to [hold] off . . . clear-cutting. Organizers wanted someone to stay in the tree a week. "Nobody else would volunteer so they had to pick me," says Hill.

Once up the tree, Hill vowed not to come down until she had made a difference. Clinging to her mattress through violent storms, supported with food and necessities by a ground crew, she stayed two years and eight days.

—Don Oldenburg, "Julia Butterfly Hill, from Treetop to Grass Roots," Washington Post, September 22, 2004

Choose the correct answer from each drop-down menu to complete the sentence.

Julia Butterfly Hill used to draw attention to environmental issues caused by increased .

Analysis of Assessed Standards

Cluster	1970s - End of the Cold War
Subcluster	Political Factors
Content	Supporting
Process	
Item Type	Inline Choice (2 pts)
Stimulus	

Data Analysis

Item	State	Local
Full Credit	46	
No Credit	15	
Partial Credit	39	

Error Analysis

- Guessing Mixed Up Concepts
 Careless Error Stopped Too Early

Learning from Mistakes
Instructional Implications

*Correct Answer (civil disobedience; commercial development)

US.14(B) identify the roles of governmental entities and private citizens in managing the environment such as the establishment of the National Park System, the Environmental Protection Agency (EPA), and the Endangered Species Act

2024 – Q28

This excerpt is from a U.S. government website discussing the 50th anniversary of the book *Silent Spring* by Rachel Carson.

As expected, her book provoked a firestorm of controversy. . . . The pesticide industry mounted a massive campaign to discredit Carson even though she did not urge the complete banning of pesticides but rather that research be conducted to ensure pesticides were used safely and alternatives to dangerous chemicals such as DDT be found. The federal government, however, ordered a complete review of its pesticide policy and Carson was asked to testify before a Congressional committee along with other witnesses. As a direct result of the study, DDT was banned.

— "Rachel Carson Biography," U.S. Fish & Wildlife Service, Rachel Carson National Wildlife Refuge in Maine, 2012

Based on the excerpt and your knowledge of U.S. history, which major effect did Carson's book have?

- (A) Higher taxes on companies that polluted waterways
- (B) Lower yields for farmers who grew staple crops
- (C) Increased public awareness of environmental issues
- (D) Decreased oversight over chemical production

*Correct Answer (C)

Analysis of Assessed Standards

Cluster	1970s - End of the Cold War
Subcluster	Political Factors
Content	Supporting
Process	
Item Type	Multiple Choice (1 pt)
Stimulus	

Data Analysis

Item	State	Local
A		
B		
C*	69	
D		

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

US.17(D) identify the actions and outcomes of government policies intended to create economic opportunities for citizens such as the Great Society, affirmative action, and Title IX		Analysis of Assessed Standards	
2024 – Q46		Cluster	1970s - End of the Cold War
Which action describes a part of the Great Society program during the 1960s?		Subcluster	Political Factors
		Content	Supporting
		Process	
		Item Type	Multiple Choice (1 pt)
		Stimulus	
Data Analysis			
Item	State	Local	
A			
B			
C			
D*	20		
Error Analysis			
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts		
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early		
Learning from Mistakes Instructional Implications			

*Correct Answer (D)

IQ Analysis | Investigating the Question

US.19(B)

RC 3

US.19(B) evaluate the impact of relationships among the legislative, executive, and judicial branches of government, including Franklin D. Roosevelt's attempt to increase the number of U.S. Supreme Court justices and the presidential election of 2000

2025 – Q38

This excerpt is from a presidential statement issued in the 1980s.

I deeply regret that Congress has seen fit to override my veto of the Comprehensive Anti-Apartheid Act of 1986. . . . My hope is that these punitive sanctions do not lead to more violence and more repression. Our administration will, nevertheless, implement the law. It must be recognized, however, that this will not solve the serious problems that plague that country. The United States must also move forward with positive measures to encourage peaceful change and advance the cause of democracy in South Africa.

—President Ronald Reagan, "Statement on the Comprehensive Anti-Apartheid Act of 1986," October 2, 1986

Choose the correct answer from the drop-down menu to complete the sentence.

This excerpt describes the principle of [dropdown].

Analysis of Assessed Standards

Cluster	1970s - End of the Cold War
Subcluster	Political Factors
Content	Readiness
Process	
Item Type	Inline Choice (1 pt)
Stimulus	

Data Analysis

Item	State	Local
Full Credit	29	
No Credit	71	

Error Analysis

- Guessing Mixed Up Concepts
 Careless Error Stopped Too Early

Learning from Mistakes
Instructional Implications

*Correct Answer (checks and balances)

US.23(A) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Sandra Day O'Connor, and Hillary Clinton		Analysis of Assessed Standards			
 2025 – Q12		Cluster	1970s - End of the Cold War		
This table lists select important historical figures.		Subcluster	Political Factors		
Which accomplishment correctly completes the table?		Content	Supporting		
Move the correct answer to the box in the table. Not all answers will be used.		Process			
The first woman to argue a case in front of a federal judge		Item Type	Drag and Drop (1 pt)		
The first woman to serve as a justice on the Supreme Court		Stimulus			
The first woman to be considered for the vice presidency		Data Analysis			
The first woman to lead the Office of the Attorney General		Item	State		
The first woman to issue a legal ruling as an appellate judge		Full Credit	70		
		No Credit	30		
Error Analysis					
<input type="checkbox"/> Guessing		<input type="checkbox"/> Mixed Up Concepts			
<input type="checkbox"/> Careless Error		<input type="checkbox"/> Stopped Too Early			
Learning from Mistakes Instructional Implications					

*Correct Answer (The first woman to serve as a justice on the Supreme Court)

US.25(D) identify the contributions of women such as Rosa Parks, Eleanor Roosevelt, and Sonia Sotomayor to American society	Analysis of Assessed Standards		
2024 – Q42	Cluster	1970s - End of the Cold War	
This timeline shows select accomplishments of Sandra Day O'Connor.	Subcluster	Political Factors	
<p style="text-align: center;">Sandra Day O'Connor</p> <ul style="list-style-type: none"> 1952 — Graduates magna cum laude from Stanford Law School 1972 — Becomes first woman to serve as a state senate majority leader while in Arizona 1981 — Sworn in as the first female associate justice on the Supreme Court 1982 — Writes an opinion that invalidates a women-only enrollment policy as reinforcing gender stereotypes 2005 — Announces retirement from Supreme Court 2006 — Law school at Arizona State University renamed the Sandra Day O'Connor College of Law 	Content	Supporting	
	Process		
	Item Type	Multiple Choice (1 pt)	
	Stimulus		
	Data Analysis		
	Item	State	Local
	A*	35	
	B		
	C		
	D		
<p>How did Sandra Day O'Connor contribute to the national identity of the United States?</p> <ul style="list-style-type: none"> (A) She helped inspire women to seek careers in the judicial system. (B) Her election victory symbolized the dominance of women in politics. (C) Her judicial contributions led to the equal treatment of women in business. (D) She helped expose the mistreatment of women in their traditional roles. 	Error Analysis <div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early </div>		
	Learning from Mistakes Instructional Implications		
*Correct Answer (A)			

1990s - 21st Century

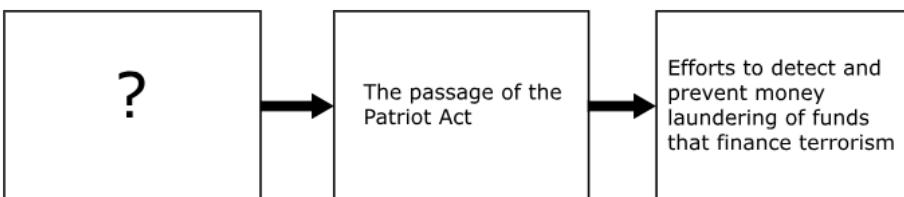
US.11 History. The student understands the emerging political, economic, and social issues of the United States from the 1990s into the 21st century.

Connected Knowledge and Skills US.2, US.12, US.17, US.18, US.19, US.23, US.24, US.25, US.27

US.11(A) describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf War, the events surrounding September 11, 2001, and the global War on Terror		Analysis of Assessed Standards	
2025 – Q17		Cluster	1990s - 21st Century
This list describes events that occurred from 1990 to 1991.		Subcluster	Foreign Affairs
		Content	Readiness
		Process	
		Item Type	Multiple Choice (1 pt)
		Stimulus	
Data Analysis			
	Item	State	Local
	A		
	B		
	C		
	D*	52	
Error Analysis			
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
Learning from Mistakes Instructional Implications			
*Correct Answer (D)			

US.11(A) describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf War, the events surrounding September 11, 2001, and the global War on Terror

2024 – Q50



Which event correctly completes this graphic organizer?

- (A) The 2001 attacks on the World Trade Center and the Pentagon
- (B) The 2000 bombing of the U.S.S. Cole
- (C) The 1995 bombing of a federal building in Oklahoma City, Oklahoma
- (D) The 2012 attacks on the U.S. diplomatic compound in Benghazi, Libya

*Correct Answer (A)

Analysis of Assessed Standards

Cluster	1990s - 21st Century
Subcluster	Foreign Affairs
Content	Readiness
Process	
Item Type	Multiple Choice (1 pt)
Stimulus	

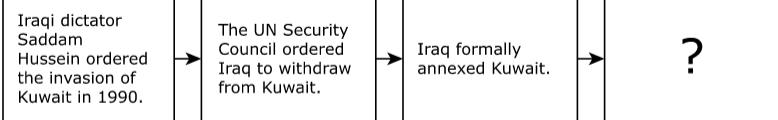
Data Analysis

Item	State	Local
A*	71	
B		
C		
D		

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

US.11(A) describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf War, the events surrounding September 11, 2001, and the global War on Terror	Analysis of Assessed Standards															
! 2023 – Q29 This cause-and-effect diagram describes events in Southwest Asia. <div style="text-align: center; margin-top: 10px;">  <pre> graph LR A[Iraqi dictator Saddam Hussein ordered the invasion of Kuwait in 1990.] --> B[The UN Security Council ordered Iraq to withdraw from Kuwait.] B --> C[Iraq formally annexed Kuwait.] C --> D[?] </pre> </div> <p>Which statement correctly replaces the question mark in this diagram?</p>	Cluster 1990s - 21st Century Subcluster Foreign Affairs Content Readiness Process Item Type Multiple Choice (1 pt) Stimulus															
<p>(A) An allied coalition fought against Iraq in the Persian Gulf War.</p> <p>(B) Iraqi soldiers took hostages at the U.S. Embassy in Iraq.</p> <p>(C) Iraq was divided into a democratic country and a communist country.</p> <p>(D) An allied coalition voted to remove Iraq from the United Nations.</p>	Data Analysis <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Item</th> <th style="text-align: left;">State</th> <th style="text-align: left;">Local</th> </tr> </thead> <tbody> <tr> <td>A*</td> <td>35</td> <td></td> </tr> <tr> <td>B</td> <td>29</td> <td></td> </tr> <tr> <td>C</td> <td>21</td> <td></td> </tr> <tr> <td>D</td> <td>15</td> <td></td> </tr> </tbody> </table>	Item	State	Local	A*	35		B	29		C	21		D	15	
Item	State	Local														
A*	35															
B	29															
C	21															
D	15															
<p>*Correct Answer (A)</p>	Error Analysis <p><input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts</p> <p><input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early</p> <p style="text-align: center;">Learning from Mistakes Instructional Implications</p>															

IQ Analysis | Investigating the Question

US.12(A)

RC 2

US.12(A) analyze the impact of physical and human geographic factors on the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee failure in New Orleans after Hurricane Katrina		Analysis of Assessed Standards	
2023 – Q10	Cluster	1990s - 21st Century	
How did levee failures affect New Orleans after Hurricane Katrina?	Subcluster	Geography and Culture	
(A) High winds damaged the roofs of many homes and businesses.	Content	Readiness	
(B) Flood waters entered many homes and businesses.	Process		
(C) Rising temperatures caused widespread power outages.	Item Type	Multiple Choice (1 pt)	
(D) The storm surge caused widespread destruction of ships.	Stimulus		
	Data Analysis		
	Item	State	Local
	A	14	
	B*	74	
	C	5	
	D	6	
	Error Analysis		
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
	Learning from Mistakes		
	Instructional Implications		
*Correct Answer (B)			

IQ Analysis | Investigating the Question

US.13(B)

RC 2

US.13(B) analyze the causes and effects of changing demographic patterns resulting from immigration to the United States		Analysis of Assessed Standards			
2023 – Q20		Cluster	1990s - 21st Century		
This table shows the country of origin for immigrants in 1960 and 2000.		Subcluster	Geography and Culture		
		Content	Readiness		
		Process			
		Item Type	Multiple Choice (1 pt)		
		Stimulus			
Data Analysis					
Item	State	Local			
A	9				
B	16				
C*	71				
D	4				
Error Analysis					
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts				
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early				
Learning from Mistakes Instructional Implications					
*Correct Answer (C)					

IQ Analysis | Investigating the Question

US.14(A)

RC 2

US.14(A) identify the effects of population growth and distribution on the physical environment		Analysis of Assessed Standards			
! 2024 – Q3		Cluster	1990s - 21st Century		
This excerpt is about an issue affecting the United States in the 2000s.		Subcluster	Geography and Culture		
Which statements explain the impact of urban development on the physical environment?		Content	Readiness		
Select TWO choices that correctly answer the question.		Process			
<p>Structures such as buildings [and] roads . . . absorb and [release] the sun's heat more than natural landscapes such as forests and water bodies. . . . These pockets of heat are referred to as "heat islands." . . .</p> <p>A review of research studies and data found that in the United States, the heat island effect results in daytime temperatures in urban areas about 1–7°F higher than temperatures in outlying areas. . . .</p> <p>Heat islands are usually measured by the temperature difference between cities relative to the surrounding areas. . . .</p> <p>In general, temperatures are different at the surface of the earth and in the atmospheric air, higher above the city.</p> <p>— "Learn about Heat Islands," Environmental Protection Agency</p>		Item Type	Hot Text (2 pts)		
		Stimulus			
Data Analysis					
Item	State	Local			
Full Credit	48				
No Credit	4				
Partial Credit	48				
Error Analysis					
<input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early					
Learning from Mistakes Instructional Implications					
<small>*Correct Answer ("Structures such as buildings [and] roads ... absorb and [release] the sun's heat more than natural landscapes"; "daytime temperatures in urban areas about 1 - 7° higher than temperatures in outlying areas")</small>					

US.14(A) identify the effects of population growth and distribution on the physical environment		Analysis of Assessed Standards			
2023 – Q63	This excerpt describes population growth in the United States. The total number of people and their distribution on the landscape can affect the condition of the environment in many ways. Increasing population often means increased urbanization, including conversion of forest, farm, and other lands for housing, transportation, and commercial purposes. In recent years, many communities in the U.S. have seen an increase in developed land (residential, commercial, industrial, and transportation uses) that outpaces population growth. — "Report on the Environment: Urbanization and Population Change," U.S. Environmental Protection Agency, 2016	Cluster	1990s - 21st Century		
		Subcluster	Geography and Culture		
		Content	Readiness		
		Process			
		Item Type	Multiple Choice (1 pt)		
		Stimulus			
Data Analysis					
Item	State	Local			
A	7				
B	11				
C	18				
D*	64				
Error Analysis					
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts				
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early				
Learning from Mistakes Instructional Implications					
*Correct Answer (D)					

IQ Analysis | Investigating the Question

US.24(C)

RC 2

US.24(C) identify and analyze the global diffusion of American culture through various media		Analysis of Assessed Standards
 2025 – Q31	Cluster	1990s - 21st Century
This excerpt provides some information about a U.S. author.	Subcluster	Geography and Culture
J.D. Salinger, who has died aged 91, was the reclusive author of <i>The Catcher in the Rye</i> (1951), one of the most beloved novels in the English language since the second world war. [A]lthough [the main character] Holden is an American, his appeal transcended national borders. <i>The Catcher in the Rye</i> has been translated into 30 languages, and sold more than 65 [million] copies worldwide. In his biography of Salinger, the British poet and critic Ian Hamilton wrote of his shock of recognition when, at the age of 17, he read Holden's story. Other non-American male critics have expressed a similar sense of wonder about how Salinger could have so perfectly captured their sense of their own adolescent selves. —The Guardian, "J.D. Salinger Obituary," January 28, 2010	Content	Supporting
	Process	
	Item Type	Multiselect (2 pts)
	Stimulus	
Data Analysis		
	Item	State
	Full Credit	40
	No Credit	8
	Partial Credit	52
Error Analysis		
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
Learning from Mistakes Instructional Implications		
*Correct Answer (A, D)		

US.24(C) identify and analyze the global diffusion of American culture through various media		Analysis of Assessed Standards	
!	2023 – Q19	Cluster	1990s - 21st Century
	This excerpt describes an encounter with a Bedouin tribe in the Middle East.	Subcluster	Geography and Culture
	Some years ago, in the Negev Desert, Bedouin tents were equipped with small antennas. They were attached to battery-operated televisions, many of which were tuned to the American prime-time soap opera <i>Dallas</i> . It was unclear at first just what nomadic desert dwellers could have made over the backroom battles of J. R. or the plantation sweetness of Miss Ellie, even if the open plains of Texas could at times seem as arid as the surrounding desert.	Content	Supporting
	—Edward Rothstein, "Connections; Why American Pop Culture Spreads," New York Times, June 2, 2001	Process	
		Item Type	Multiple Choice (1 pt)
		Stimulus	
Data Analysis			
Item	State	Local	
A	9		
B	28		
C*	56		
D	8		
Error Analysis			
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts		
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early		
Learning from Mistakes Instructional Implications			

*Correct Answer (C)

IQ Analysis | Investigating the Question

US.25(C)

RC 2

US.25(C) explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture		Analysis of Assessed Standards	
2023 – Q44		Cluster	1990s - 21st Century
This list describes some of the accomplishments of a well-known Asian American.		Subcluster	Geography and Culture
Accomplishments of Bruce Lee		Content	Readiness
<ul style="list-style-type: none"> • cultivated new and innovative areas of martial arts • started a production company and began acting in his own movies, including <i>Enter the Dragon</i> • pioneered opportunities for Asian Americans and Asian immigrants 		Process	
		Item Type	Multiple Choice (1 pt)
		Stimulus	
Data Analysis			
Item	State	Local	
A	5		
B	15		
C	9		
D*	70		
Error Analysis			
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts		
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early		
Learning from Mistakes Instructional Implications			

*Correct Answer (D)

IQ Analysis | Investigating the Question

US.1(C)

RC 1

US.1(C) discuss the meaning and historical significance of the mottos iE Pluribus Unum† and iIn God We Trust†		Analysis of Assessed Standards	
2025 – Q53	Cluster	1990s - 21st Century	
	Subcluster	Political Issues	
	Content	Supporting	
	Process		
	Item Type	Multiple Choice (1 pt)	
	Stimulus		
	Data Analysis		
Item	State	Local	
A			
B			
C			
D*	36		
Error Analysis			
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts		
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early		
Learning from Mistakes Instructional Implications			
*Correct Answer (D)			

US.11(C) analyze the impact of third parties on the 1992 and 2000 presidential elections		Analysis of Assessed Standards		
2025 – Q39		Cluster	1990s - 21st Century	
Which statement describes a common theory regarding the third-party candidacy of Ross Perot in the U.S. presidential election of 1992?		Subcluster	Political Issues	
<p>(A) Perot gained votes from traditionally Republican voters, which enabled Democrat Bill Clinton to win the electoral vote.</p> <p>(B) Perot was unable to win votes because he was not listed as a candidate on all state ballots.</p> <p>(C) Perot gained votes from traditionally Democratic voters, which allowed Republican George H. W. Bush to win the popular vote.</p> <p>(D) Perot was not a fair candidate because the process he used for his campaign was unconstitutional.</p>		Content	Supporting	
		Process		
		Item Type	Multiple Choice (1 pt)	
		Stimulus		
Data Analysis				
		Item	State	Local
		A*	36	
		B		
		C		
		D		
Error Analysis				
<input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early				
Learning from Mistakes Instructional Implications				
*Correct Answer (A)				

US.11(C) analyze the impact of third parties on the 1992 and 2000 presidential elections

! 2024 – Q51

This table shows the results of the 2000 presidential election.

2000 Presidential Election Results

Candidate	Total Popular Vote	Popular Vote	Electoral Vote
George W. Bush (Republican)	50,456,002	47.87%	271
Al Gore (Democrat)	50,999,897	48.38%	266
Ralph Nader (Green)	2,882,955	2.74%	0

Source: Federal Election Commission

Based on the table and your knowledge of U.S. history, identify how Ralph Nader's third-party candidacy affected the outcome of this election.

Move the correct answer to the box in the table. Not all answers will be used.

Loss of votes for major party nominees

Greater voter oversight of campaign spending

Guaranteed vote recounts in swing states

Third-Party Candidate in 2000 Election

Cause	Effect
Interest in appealing to voters on a specific set of issues	[.....]

*Correct Answer ("Loss of votes for major party nominees")

Analysis of Assessed Standards

Cluster 1990s - 21st Century

Subcluster Political Issues

Content Supporting

Process

Item Type Drag and Drop (1 pt)

Stimulus

Data Analysis

Item	State	Local
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Full Credit	64	
No Credit	36	

Error Analysis

<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early

Learning from Mistakes Instructional Implications

US.11(C) analyze the impact of third parties on the 1992 and 2000 presidential elections		Analysis of Assessed Standards	
2023 – Q4		Cluster	1990s - 21st Century
This excerpt is about the effect of Green Party candidate Ralph Nader on the 2000 presidential election.		Subcluster	Political Issues
Nader has no doubt forced Al Gore to run a different kind of campaign than he would otherwise. . . In past elections, Gore chose to position himself as a New Democrat, championing a moderate agenda that included downsizing and reinventing the government. His rhetoric has taken on a more populist tone in this campaign, emphasizing the role of the government as a check on the excesses of corporate power.		Content	Supporting
—Naomi Schneidmill, "Election 2000: Third Party May Swing Election," The GW Hatchet, November 6, 2000		Process	
		Item Type	Multiple Choice (1 pt)
		Stimulus	
Data Analysis			
	Item	State	Local
	A*	48	
	B	14	
	C	14	
	D	24	
Error Analysis			
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
Learning from Mistakes Instructional Implications			
*Correct Answer (A)			

IQ Analysis | Investigating the Question

US.18(C)

RC 3

		Analysis of Assessed Standards	
2025 – Q54	This photograph was taken at a rally in December 1998 protesting against the impeachment of President Bill Clinton.	Cluster	1990s - 21st Century
		Subcluster	Political Issues
		Content	Supporting
		Process	
		Item Type	Inline Choice (2 pts)
		Stimulus	
Data Analysis			
Item	State	Local	
Full Credit	49		
No Credit	14		
Partial Credit	37		
Error Analysis			
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts		
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early		
Learning from Mistakes Instructional Implications			

*Correct Answer (lied under oath; lose trust in the political system)

US.18(C) describe the effects of political scandals, including Teapot Dome, Watergate, and Bill Clinton's impeachment, on the views of U.S. citizens concerning trust in the federal government and its leaders	Analysis of Assessed Standards				
2023 – Q41	Cluster	1990s - 21st Century			
This excerpt describes the circumstances surrounding President Bill Clinton's impeachment.	Subcluster	Political Issues			
On Jan. 7, 1999, the U.S. Senate convened as a court to try articles of impeachment against Democratic Pres. Bill Clinton. It was only the second time in U.S. history that a president had been tried by the Senate. — "Prosecuting the President," Encyclopedia Britannica, www.britannica.com (accessed February 3, 2019)	Content	Supporting			
The American public was divided about President Clinton's impeachment. What was one argument presented by people who disagreed with the impeachment proceedings?	Process				
<p>A The rule of law did not apply to members of the executive branch.</p> <p>B Executive privilege did not apply to matters of national security.</p> <p>C Poor judgment in private behaviors did not qualify as high crimes and misdemeanors.</p> <p>D Bribery and corruption did not need to be investigated by an independent counsel.</p>	Item Type	Multiple Choice (1 pt)			
Stimulus					
Data Analysis					
	Item	State	Local		
	A	15			
	B	16			
	C*	60			
	D	9			
Error Analysis					
<input type="checkbox"/> Guessing		<input type="checkbox"/> Mixed Up Concepts			
<input type="checkbox"/> Careless Error		<input type="checkbox"/> Stopped Too Early			
Learning from Mistakes Instructional Implications					

*Correct Answer (C)

		Analysis of Assessed Standards	
US.11(D) identify the impact of international events, multinational corporations, government policies, and individuals on the 21st century economy		Cluster	1990s - 21st Century
2024 – Q63		Subcluster	The Economy, Policies, and the Impact of Technology
How did the U.S. government respond to the global financial crisis in 2008?		Content	Supporting
		Process	
		Item Type	Multiple Choice (1 pt)
		Stimulus	
Data Analysis			
	Item	State	Local
	A		
	B		
	C		
	D*	53	
Error Analysis			
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
Learning from Mistakes Instructional Implications			

*Correct Answer (D)

IQ Analysis | Investigating the Question

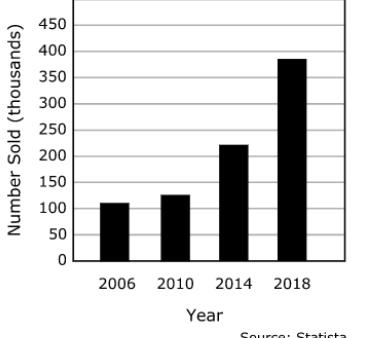
US.17(E)

RC 4

<p>US.17(E) describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system such as the Organization of Petroleum Exporting Countries (OPEC) oil embargo, the General Agreement on Tariffs and Trade (GATT), and the North American Free Trade Agreement (NAFTA)</p> <p>2025 – Q16</p> <p>How did the North American Free Trade Agreement (NAFTA) affect the U.S. economy?</p> <ul style="list-style-type: none"> (A) By decreasing the number of foreign manufacturing jobs (B) By increasing tariffs on exported agricultural goods (C) By lowering trade costs between partner nations (D) By guaranteeing profits to participating companies 	Analysis of Assessed Standards																
	Cluster	1990s - 21st Century															
Subcluster The Economy, Policies, and the Impact of Technology																	
Content Readiness																	
Process 																	
Item Type Multiple Choice (1 pt)																	
Stimulus 																	
Data Analysis																	
<table border="1"> <thead> <tr> <th>Item</th><th>State</th><th>Local</th></tr> </thead> <tbody> <tr> <td>A</td><td></td><td></td></tr> <tr> <td>B</td><td></td><td></td></tr> <tr> <td>C*</td><td>58</td><td></td></tr> <tr> <td>D</td><td></td><td></td></tr> </tbody> </table>			Item	State	Local	A			B			C*	58		D		
Item	State	Local															
A																	
B																	
C*	58																
D																	
Error Analysis <p><input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts</p> <p><input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early</p>																	
Learning from Mistakes Instructional Implications																	
<p>*Correct Answer (C)</p>																	

<p>US.17(E) describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system such as the Organization of Petroleum Exporting Countries (OPEC) oil embargo, the General Agreement on Tariffs and Trade (GATT), and the North American Free Trade Agreement (NAFTA)</p> <p>2024 – Q60</p> <p>Which statement describes a criticism associated with the 1994 North American Free Trade Agreement (NAFTA)?</p> <ul style="list-style-type: none"> (A) It increased consumer prices for U.S. citizens. (B) It decreased the number of imports into the United States. (C) It contributed to the loss of U.S. manufacturing jobs. (D) It excluded many business sectors in the United States. <p>*Correct Answer (C)</p>	<h3>Analysis of Assessed Standards</h3> <table border="1"> <tr> <td>Cluster</td><td>1990s - 21st Century</td></tr> <tr> <td>Subcluster</td><td>The Economy, Policies, and the Impact of Technology</td></tr> <tr> <td>Content</td><td>Readiness</td></tr> <tr> <td>Process</td><td></td></tr> <tr> <td>Item Type</td><td>Multiple Choice (1 pt)</td></tr> <tr> <td>Stimulus</td><td></td></tr> </table> <h3>Data Analysis</h3> <table border="1"> <thead> <tr> <th>Item</th><th>State</th><th>Local</th></tr> </thead> <tbody> <tr> <td>A</td><td></td><td></td></tr> <tr> <td>B</td><td></td><td></td></tr> <tr> <td>C*</td><td>28</td><td></td></tr> <tr> <td>D</td><td></td><td></td></tr> </tbody> </table> <h3>Error Analysis</h3> <table> <tr> <td><input type="checkbox"/> Guessing</td><td><input type="checkbox"/> Mixed Up Concepts</td></tr> <tr> <td><input type="checkbox"/> Careless Error</td><td><input type="checkbox"/> Stopped Too Early</td></tr> </table> <h3>Learning from Mistakes Instructional Implications</h3>		Cluster	1990s - 21st Century	Subcluster	The Economy, Policies, and the Impact of Technology	Content	Readiness	Process		Item Type	Multiple Choice (1 pt)	Stimulus		Item	State	Local	A			B			C*	28		D			<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
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<p>US.26(C) describe the effect of technological innovations in the workplace such as assembly line manufacturing and robotics</p> <p>2025 – Q35</p> <p>This excerpt provides the definition of a workplace tool.</p> <div style="border: 1px solid black; padding: 10px;"> <p>Industrial robot: A programmable, multi-function [worker] designed to move material, parts, tools, or specialized devices through variable programmed motions for the performance of a variety of tasks. —“A Glossary of Terms for Robotics,” U.S. Department of Commerce</p> </div> <p>How have industrial robots affected the American workplace?</p> <p>Select TWO correct answers.</p> <ul style="list-style-type: none"> <input type="checkbox"/> By minimizing the difference in pay between employees <input type="checkbox"/> By automating the assembly of a wide range of consumer products <input type="checkbox"/> By reducing employer demand for certain types of workers <input type="checkbox"/> By providing a way for employees to work shorter hours <input type="checkbox"/> By eliminating the need for machines in manufacturing processes 	<p>Analysis of Assessed Standards</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Cluster</td><td>1990s - 21st Century</td></tr> <tr> <td>Subcluster</td><td>The Economy, Policies, and the Impact of Technology</td></tr> <tr> <td>Content</td><td>Supporting</td></tr> <tr> <td>Process</td><td></td></tr> <tr> <td>Item Type</td><td>Multiselect (2 pts)</td></tr> <tr> <td>Stimulus</td><td></td></tr> </table> <p>Data Analysis</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Item</th><th style="width: 33%;">State</th><th style="width: 33%;">Local</th></tr> </thead> <tbody> <tr> <td>Full Credit</td><td>41</td><td></td></tr> <tr> <td>No Credit</td><td>7</td><td></td></tr> <tr> <td>Partial Credit</td><td>51</td><td></td></tr> <tr> <td></td><td></td><td></td></tr> </tbody> </table> <p>Error Analysis</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;"><input type="checkbox"/> Guessing</td><td style="width: 50%;"><input type="checkbox"/> Mixed Up Concepts</td></tr> <tr> <td><input type="checkbox"/> Careless Error</td><td><input type="checkbox"/> Stopped Too Early</td></tr> </table> <p>Learning from Mistakes Instructional Implications</p>	Cluster	1990s - 21st Century	Subcluster	The Economy, Policies, and the Impact of Technology	Content	Supporting	Process		Item Type	Multiselect (2 pts)	Stimulus		Item	State	Local	Full Credit	41		No Credit	7		Partial Credit	51					<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
Cluster	1990s - 21st Century																															
Subcluster	The Economy, Policies, and the Impact of Technology																															
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Item	State	Local																														
Full Credit	41																															
No Credit	7																															
Partial Credit	51																															
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts																															
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early																															

US.26(C) describe the effect of technological innovations in the workplace such as assembly line manufacturing and robotics	Analysis of Assessed Standards		
2023 – Q64	Cluster	1990s - 21st Century	
This graph shows the number of industrial robots sold globally.	Subcluster	The Economy, Policies, and the Impact of Technology	
	Content	Supporting	
	Process		
	Item Type	Multiple Choice (1 pt)	
	Stimulus		
	Data Analysis		
	Item	State	Local
	A	5	
	B	9	
	C*	81	
	D	4	
	Error Analysis		
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
*Correct Answer (C)	Learning from Mistakes Instructional Implications		

IQ Analysis | Investigating the Question

US.27(A)

RC 4

US.27(A) analyze how scientific discoveries, technological innovations, space exploration, and the application of these by the free enterprise system improve the standard of living in the United States, including changes in transportation and communication

2023 – Q49

Read the list and answer the question that follows.

- Improved water-purification systems
- Improved computing systems
- Improved global search-and-rescue systems

Which statement describes how these improvements were originally developed?

- (A) The government upgraded the infrastructure for telecommunications.
- (B) The government provided tax incentives to automobile companies.
- (C) The government invested funds into aerospace technology.
- (D) The government provided subsidies to agricultural businesses.

*Correct Answer (C)

Analysis of Assessed Standards

Cluster	1990s - 21st Century
Subcluster	The Economy, Policies, and the Impact of Technology
Content	Readiness
Process	
Item Type	Multiple Choice (1 pt)
Stimulus	

Data Analysis

Item	State	Local
A	37	
B	7	
C*	35	
D	21	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes
Instructional Implications

		Analysis of Assessed Standards	
2025 – Q5		Cluster	1990s - 21st Century
This time line lists select events in the history of a widely used consumer product.		Subcluster	The Economy, Policies, and the Impact of Technology
		Content	Supporting
		Process	
		Item Type	Multiple Choice (1 pt)
		Stimulus	
Data Analysis			
		Item	State
		A	
		B	
		C	
		D*	77
Error Analysis			
<input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early			
Learning from Mistakes Instructional Implications			
*Correct Answer (D)			

IQ Analysis Investigating the Question		SE	RC																																										
Units																																													
		Analysis of Assessed Standards <table border="1"> <tr><td>Cluster</td><td></td></tr> <tr><td>Subcluster</td><td></td></tr> <tr><td>Content</td><td></td></tr> <tr><td>Process</td><td></td></tr> <tr><td>Item Type</td><td></td></tr> <tr><td>Stimulus</td><td></td></tr> </table> <table border="1"> <tr><th colspan="3">Data Analysis</th></tr> <tr><td>Item</td><td>State</td><td>Local</td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> </table> <table border="1"> <tr><th colspan="3">Error Analysis</th></tr> <tr><td><input type="checkbox"/> Guessing</td><td><input type="checkbox"/> Careless Error</td><td><input type="checkbox"/> Stopped Too Early</td></tr> <tr><td><input type="checkbox"/> Mixed Up Concepts</td><td></td><td></td></tr> </table> <p>Learning from Mistakes Instructional Implications</p>		Cluster		Subcluster		Content		Process		Item Type		Stimulus		Data Analysis			Item	State	Local																Error Analysis			<input type="checkbox"/> Guessing	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	<input type="checkbox"/> Mixed Up Concepts		
Cluster																																													
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