



2018-2019 Released Tests

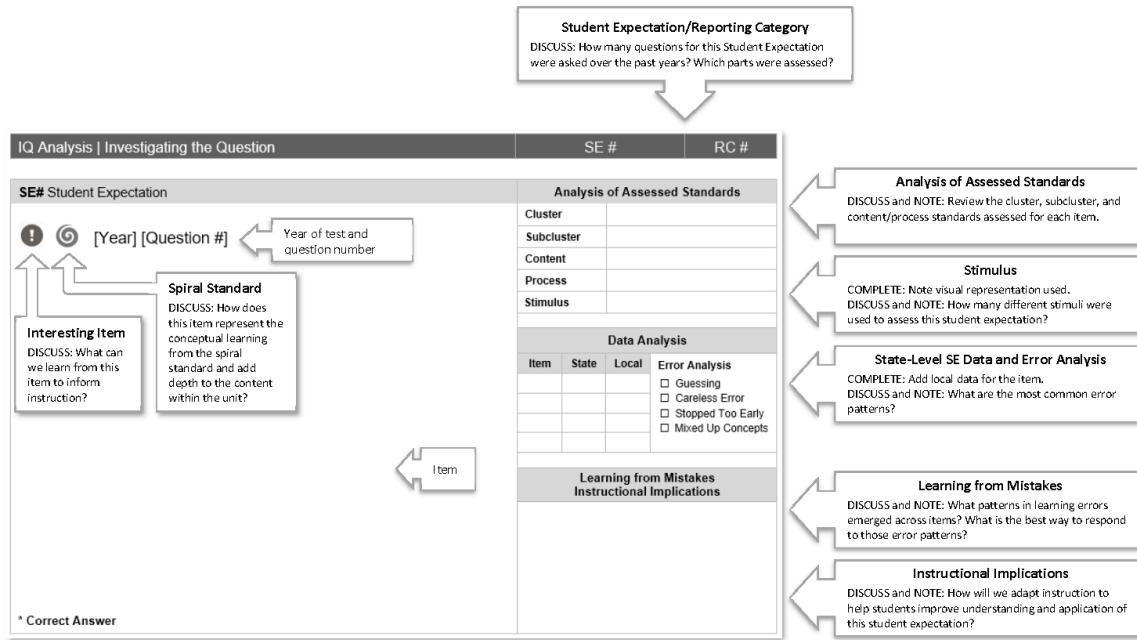
Aligned to the Standards

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.

[Learn more](#)

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

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

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

2019 – Q36

?

- Built sod houses
- Used steel plows
- Developed dry farming techniques

What is the best title for this list?

- F** How Sharecroppers Lived in the Deep South
G Ways Migrant Workers Lived in the Southwest
H How Miners Took Advantage of Gold Rush Opportunities
J Ways Settlers Adapted to Conditions on the Great Plains

*Correct Answer (J)

Analysis of Assessed Standards

Cluster	Gilded Age
Subcluster	Growth and Change in the West
Content	Readiness
Process	US.29(B)
Stimulus	

Data Analysis

Item	State	Local
F	16	
G	13	
H	3	
J*	68	

Error Analysis

- Guessing Mixed Up Concepts
 Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

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

OLD US.12(B) identify and explain reasons for changes in political boundaries such as those resulting from statehood and international conflicts

Analysis of Assessed Standards

Cluster	Gilded Age
Subcluster	Growth and Change in the West
Content	Supporting
Process	US.29(H)
Stimulus	

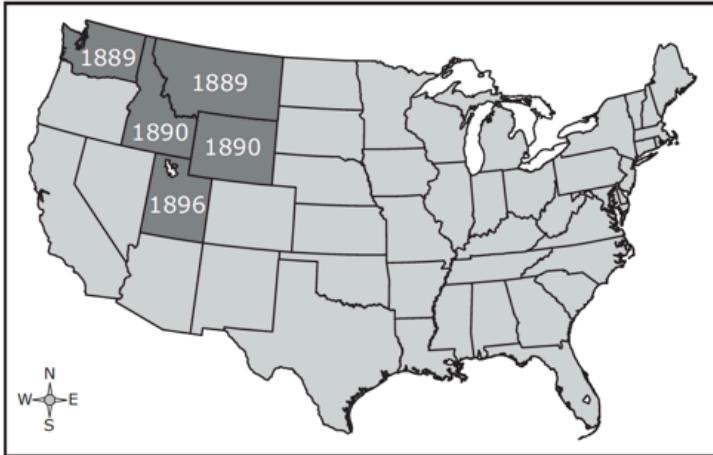
Data Analysis

Item	State	Local
A	11	
B*	66	
C	5	
D	18	

Error Analysis

- Guessing Mixed Up Concepts
 Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications



Which factor facilitated statehood for the darker-shaded areas?

- A** The introduction of barbed wire throughout the Great Plains
- B** The expansion of railway lines throughout the West
- C** The acceptance of Mormons by other religious sects in the East
- D** The peaceful integration of settlers with American Indian populations

*Correct Answer (B)

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

OLD **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

 2019 – Q29

Thousands of African Americans moved to the Great Plains during the late nineteenth century. Many of them moved to Kansas in what was called the Great Exodus, and the participants were called exodusters.

What was the primary reason the exodusters left the South?

- A To escape drought conditions
- B To reunite with family members
- C To find employment in U.S. wartime industries
- D To escape oppression and discrimination

*Correct Answer (D)

Analysis of Assessed Standards

Cluster	Gilded Age
Subcluster	Growth and Change in the West
Content	Readiness
Process	US.29(B)
Stimulus	

Data Analysis

Item	State	Local
A	12	
B	2	
C	18	
D*	68	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

IQ Analysis | Investigating the Question

US.27(A)

RC 4

<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>OLD US.28(A) analyze how scientific discoveries, technological innovations, and the application of these by the free enterprise system, including those in transportation and communication, improve the standard of living in the United States</p>	Analysis of Assessed Standards																
2019 – Q50 How did the completion of the Transcontinental Railroad contribute to the settlement of the West? F By providing people with access to essential goods G By raising money to build factories along the routes H By giving funds to local leaders to build schools J By establishing military forts along the routes	Cluster Gilded Age Subcluster Growth and Change in the West Content Readiness Process Stimulus	Data Analysis <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: right;">Local</th></tr> </thead> <tbody> <tr> <td style="text-align: left;">F*</td><td style="text-align: center;">82</td><td style="text-align: right;"></td></tr> <tr> <td style="text-align: left;">G</td><td style="text-align: center;">11</td><td style="text-align: right;"></td></tr> <tr> <td style="text-align: left;">H</td><td style="text-align: center;">3</td><td style="text-align: right;"></td></tr> <tr> <td style="text-align: left;">J</td><td style="text-align: center;">4</td><td style="text-align: right;"></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	F*	82		G	11		H	3		J	4	
Item	State	Local															
F*	82																
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J	4																
Learning from Mistakes Instructional Implications																	

***Correct Answer (F)**

IQ Analysis | Investigating the Question

US.2(A)

RC 1

<p>US.2(A) identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics</p> <p>OLD US.2(A) identify the major characteristics that define an historical era</p>	Analysis of Assessed Standards																	
 2019 – Q65 Which example best defines a historical era? A A collection of art by a world-renowned artist B A period of time characterized by certain political, social, or economic events C A genre of music specific to a region of a country D A piece of landmark legislation passed during a congressional session	Cluster Gilded Age Subcluster Immigration Content Supporting Process Stimulus	Data Analysis <table border="1" data-bbox="1148 566 1509 777"> <thead> <tr> <th>Item</th><th>State</th><th>Local</th></tr> </thead> <tbody> <tr> <td>A</td><td>3</td><td></td></tr> <tr> <td>B*</td><td>88</td><td></td></tr> <tr> <td>C</td><td>4</td><td></td></tr> <tr> <td>D</td><td>5</td><td></td></tr> </tbody> </table> 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>	Item	State	Local	A	3		B*	88		C	4		D	5		Learning from Mistakes Instructional Implications
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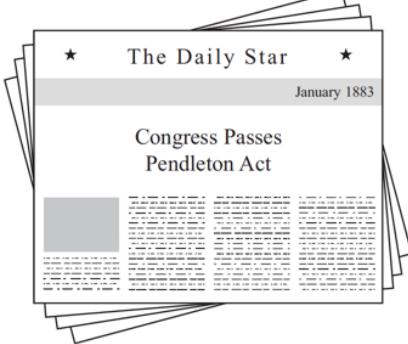
<p>US.3(C) analyze social issues affecting women, minorities, children, immigrants, and urbanization</p> <p>OLD US.3(C) analyze social issues affecting women, minorities, children, immigrants, urbanization, the Social Gospel, and philanthropy of industrialists</p>	Analysis of Assessed Standards																	
<p>! 2019 – Q22</p> <p>In 1895 the Department of Street Cleaning in New York City created a permanent group of sanitation workers known as the White Wings. This image shows the White Wings at work in 1896.</p>	<table border="1"> <tr> <td>Cluster</td><td>Gilded Age</td></tr> <tr> <td>Subcluster</td><td>Immigration</td></tr> <tr> <td>Content</td><td>Readiness</td></tr> <tr> <td>Process</td><td>US.29(H)</td></tr> <tr> <td>Stimulus</td><td></td></tr> </table>			Cluster	Gilded Age	Subcluster	Immigration	Content	Readiness	Process	US.29(H)	Stimulus						
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<p>Source: <i>Externals of Modern New York</i>, A. S. Barnes and Co., 1896</p> <p>Which issue contributed most to the need for this permanent sanitation group?</p> <p>F Increased urban population G The passage of labor laws H Decreased regulation of urban rail systems J The establishment of immigration quotas</p> <p>*Correct Answer (F)</p>	Error Analysis <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> <p>Learning from Mistakes Instructional Implications</p>			<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.3(C) analyze social issues affecting women, minorities, children, immigrants, and urbanization</p> <p>OLD US.3(C) analyze social issues affecting women, minorities, children, immigrants, urbanization, the Social Gospel, and philanthropy of industrialists</p>	<p>Analysis of Assessed Standards</p>															
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<p>In the spring of 1882, the Chinese Exclusion Act was passed by Congress and signed by President Chester A. Arthur. This act provided an absolute 10-year moratorium on Chinese labor immigration. . . . When the exclusion act expired in 1892, Congress extended it for 10 years in the form of the Geary Act.</p> <p>— "Chinese Exclusion Act (1882)," National Archives and Records Administration, www.ourdocuments.gov (accessed August 31, 2013)</p>	<p>Data Analysis</p> <table border="1"> <thead> <tr> <th>Item</th><th>State</th><th>Local</th></tr> </thead> <tbody> <tr> <td>F</td><td>8</td><td></td></tr> <tr> <td>G</td><td>21</td><td></td></tr> <tr> <td>H*</td><td>67</td><td></td></tr> <tr> <td>J</td><td>4</td><td></td></tr> </tbody> </table>	Item	State	Local	F	8		G	21		H*	67		J	4	
Item	State	Local														
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G	21															
H*	67															
J	4															
<p>What was the main reason given for the creation of these restrictions?</p> <p>F Preventing the depletion of natural resources</p> <p>G Discouraging anti-American activism</p> <p>H Reducing competition for U.S. jobs</p> <p>J Addressing a lack of urban housing</p> <p>*Correct Answer (H)</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 Instructional Implications</p>															

<p>US.25(B) describe the Americanization movement to assimilate immigrants and American Indians into American culture</p> <p>OLD US.26(B) discuss the Americanization movement to assimilate immigrants and American Indians into American culture</p>	Analysis of Assessed Standards																
	Cluster Gilded Age Subcluster Immigration Content Supporting Process Stimulus																
<p> 2019 – Q38</p> <p>Which factor prompted the Americanization movement of the early twentieth century?</p> <p>F The increasing numbers of immigrants from Eastern and Southern Europe</p> <p>G The strengthening of Jim Crow laws in the southern United States</p> <p>H The rising tensions between the United States and the Soviet Union</p> <p>J The growing concern about environmental issues in the western United States</p>	<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 style="text-align: center;">F*</td><td style="text-align: center;">59</td><td></td></tr> <tr> <td style="text-align: center;">G</td><td style="text-align: center;">13</td><td></td></tr> <tr> <td style="text-align: center;">H</td><td style="text-align: center;">20</td><td></td></tr> <tr> <td style="text-align: center;">J</td><td style="text-align: center;">7</td><td></td></tr> </tbody> </table> <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 style="text-align: center;">Learning from Mistakes Instructional Implications</p>	Item	State	Local	F*	59		G	13		H	20		J	7		
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*Correct Answer (F)

<p>US.3(A) analyze political issues such as Indian policies, the growth of political machines, and civil service reform</p> <p>OLD US.3(A) analyze political issues such as Indian policies, the growth of political machines, civil service reform, and the beginnings of Populism</p>	Analysis of Assessed Standards															
<p>2019 – Q26</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Cluster</td><td style="padding: 5px;">Gilded Age</td></tr> <tr> <td style="padding: 5px;">Subcluster</td><td style="padding: 5px;">Industrialization</td></tr> <tr> <td style="padding: 5px;">Content</td><td style="padding: 5px;">Readiness</td></tr> <tr> <td style="padding: 5px;">Process</td><td style="padding: 5px;">US.29(B)</td></tr> <tr> <td style="padding: 5px;">Stimulus</td><td style="padding: 5px;"></td></tr> </table>	Cluster	Gilded Age	Subcluster	Industrialization	Content	Readiness	Process	US.29(B)	Stimulus						
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Content	Readiness															
Process	US.29(B)															
Stimulus																
<p>My party's in power in the city, and it's goin' to undertake a lot of public improvements. Well, I'm tipped off, say, that they're going to lay out a new park at a certain place. I see my opportunity and I take it. I go to that place and I buy up all the land I can in the neighborhood. Then the board of this or that makes its plan public, and there is a rush to get my land, which nobody cared particular for before. Ain't it perfectly honest to charge a good price and make a profit on my investment and foresight? Of course, it is. Well, that's honest graft.</p> <p style="text-align: center;"><i>—George Washington Plunkitt, Plunkitt of Tammany Hall, 1905</i></p>	Data Analysis <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33.33%;">Item</th><th style="width: 33.33%;">State</th><th style="width: 33.33%;">Local</th></tr> </thead> <tbody> <tr> <td style="padding: 5px;">F</td><td style="padding: 5px;">8</td><td style="padding: 5px;"></td></tr> <tr> <td style="padding: 5px;">G*</td><td style="padding: 5px;">58</td><td style="padding: 5px;"></td></tr> <tr> <td style="padding: 5px;">H</td><td style="padding: 5px;">18</td><td style="padding: 5px;"></td></tr> <tr> <td style="padding: 5px;">J</td><td style="padding: 5px;">15</td><td style="padding: 5px;"></td></tr> </tbody> </table>	Item	State	Local	F	8		G*	58		H	18		J	15	
Item	State	Local														
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<p>Which action is best described by this excerpt?</p> <p>F Elected leaders helped immigrants to assimilate to life in the United States.</p> <p>G Political machines justified corruption while providing benefits to communities.</p> <p>H Progressive leaders protested eminent domain laws in the United States.</p> <p>J Muckrakers tried to uncover government scandals in urban communities.</p> <p>*Correct Answer (G)</p>	Error Analysis <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"><input type="checkbox"/> Guessing</td> <td style="width: 50%; padding: 5px;"><input type="checkbox"/> Mixed Up Concepts</td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> Careless Error</td> <td style="padding: 5px;"><input type="checkbox"/> Stopped Too Early</td> </tr> </table> <p style="text-align: center;">Learning from Mistakes Instructional Implications</p>	<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>2018 – Q58</p>	Cluster Gilded Age Subcluster Industrialization Content Readiness Process US.29(H) Stimulus															
<p>58</p> 	Data Analysis <table border="1"> <thead> <tr> <th>Item</th> <th>State</th> <th>Local</th> </tr> </thead> <tbody> <tr> <td>F</td> <td>16</td> <td></td> </tr> <tr> <td>G*</td> <td>60</td> <td></td> </tr> <tr> <td>H</td> <td>15</td> <td></td> </tr> <tr> <td>J</td> <td>9</td> <td></td> </tr> </tbody> </table>	Item	State	Local	F	16		G*	60		H	15		J	9	
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<p>This legislation affected how federal employees were hired. The law now required government jobs to be —</p> <p>F based on the political party affiliation of the applicant G determined by a merit system based on civil service examinations H based on the approval of lawmakers J set aside for business executives of large corporations</p> <p>*Correct Answer (G)</p>	Error Analysis <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>															

IQ Analysis | Investigating the Question

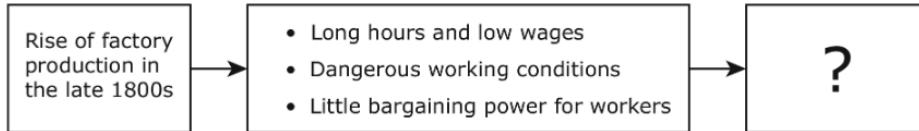
US.3(B)

RC 1

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

OLD 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 rise of entrepreneurship, free enterprise, and the pros and cons of big business

! 2019 – Q10



Which result completes this diagram?

- F Ratification of a suffrage amendment
- G Building of the transcontinental railroad
- H Passage of prohibition legislation
- J Expansion of labor unions

*Correct Answer (J)

Analysis of Assessed Standards

Cluster	Gilded Age
Subcluster	Industrialization
Content	Readiness
Process	US.29(B)
Stimulus	

Data Analysis

Item	State	Local
F	12	
G	7	
H	4	
J*	77	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes
Instructional Implications

<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>OLD 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 rise of entrepreneurship, free enterprise, and the pros and cons of big business</p>	Analysis of Assessed Standards															
2018 – Q29	Cluster Gilded Age Subcluster Industrialization Content Readiness Process Stimulus															
<p>29 The Knights of Labor and the American Federation of Labor developed in response to the —</p> <ul style="list-style-type: none"> A increased need to protect worker interests B decreased power of political machines C increased demand for skilled workers D decreased profitability of the agricultural sector 	Data Analysis <table border="1" data-bbox="1101 559 1509 749"> <thead> <tr> <th>Item</th> <th>State</th> <th>Local</th> </tr> </thead> <tbody> <tr> <td>A*</td> <td>65</td> <td></td> </tr> <tr> <td>B</td> <td>7</td> <td></td> </tr> <tr> <td>C</td> <td>23</td> <td></td> </tr> <tr> <td>D</td> <td>5</td> <td></td> </tr> </tbody> </table>	Item	State	Local	A*	65		B	7		C	23		D	5	
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IQ Analysis | Investigating the Question

US.26(A)

RC 4

<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>OLD US.27(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>	Analysis of Assessed Standards																
螺旋图标 2019 – Q4	Cluster	Gilded Age															
Which benefit resulted from the introduction of the Bessemer steel process?	Subcluster	Industrialization															
<p>F Mechanical reapers to replace horse-drawn reapers</p> <p>G Stronger and cheaper material for railroads and bridges</p> <p>H Transistors for radios</p> <p>J Electric lightbulb</p>	Content	Readiness															
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*Correct Answer (G)

<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>OLD US.27(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>	Analysis of Assessed Standards															
2018 – Q1	Cluster Gilded Age Subcluster Industrialization Content Readiness Process Stimulus															
<p>1 Which application of a new technology can be attributed to an invention of Thomas Edison?</p> <p>A Refrigerated railroad cars allowed food to be transported long distances. B Light bulbs made it efficient for factory workers to work at night. C Diesel engines were used in the production of airplanes. D Sonar technology was used to track submarines.</p>	Data Analysis <table border="1" data-bbox="1101 538 1509 760"> <thead> <tr> <th>Item</th> <th>State</th> <th>Local</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>4</td> <td></td> </tr> <tr> <td>B*</td> <td>91</td> <td></td> </tr> <tr> <td>C</td> <td>3</td> <td></td> </tr> <tr> <td>D</td> <td>2</td> <td></td> </tr> </tbody> </table>	Item	State	Local	A	4		B*	91		C	3		D	2	
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C	3															
D	2															
<p>*Correct Answer (B)</p>	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															

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.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

OLD **US.5(A)** evaluate the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments

! 2019 – Q39

Steps in the Ballot Initiative Process

The proposed initiative is filed with and reviewed by the state.

The proposed initiative is circulated to obtain the required number of signatures of registered voters.

The proposed initiative is verified and placed on the ballot.

What is one way the Progressive Era reform outlined in this diagram has affected U.S. politics?

- A More women have been elected to Congress.
- B Citizens have a more direct influence on lawmaking.
- C Corrupt officials can be removed from office.
- D Primary elections are prohibited in several states.

*Correct Answer (B)

Analysis of Assessed Standards

Cluster	Progressive Era
Subcluster	Progressivism
Content	Readiness
Process	US.29(H)
Stimulus	

Data Analysis

Item	State	Local
A	7	
B*	71	
C	14	
D	8	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

IQ Analysis | Investigating the Question

US.5(B)

RC 2

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

OLD **US.26(D)** identify the political, social, and economic contributions of women such as Frances Willard, Jane Addams, Eleanor Roosevelt, Dolores Huerta, Sonia Sotomayor, and Oprah Winfrey to American society



2018 – Q26

26

In 1884 Toynbee Hall was founded in a poor neighborhood in London. The primary mission of Toynbee Hall was to offer services to those in need, but it also gave university students first-hand experience with the effects of poverty. This allowed the students to develop practical solutions to further assist people in need. Many reformers in the United States soon adopted this model.

This model was evident in the United States through the works of —

- F** Frances Willard and her support of the temperance movement
- G** A. Philip Randolph and his protests during World War II
- H** Jane Addams and her programs for new immigrants
- J** Eugene V. Debs and his establishment of the American Railway Union

*Correct Answer (H)

Analysis of Assessed Standards**Cluster** Progressive Era**Subcluster** Progressivism**Content** Supporting**Process** US.29(B)**Stimulus****Data Analysis**

Item	State	Local
F	22	
G	6	
H*	66	
J	6	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

**Learning from Mistakes
Instructional Implications**

IQ Analysis | Investigating the Question

US.14(B)

RC 2

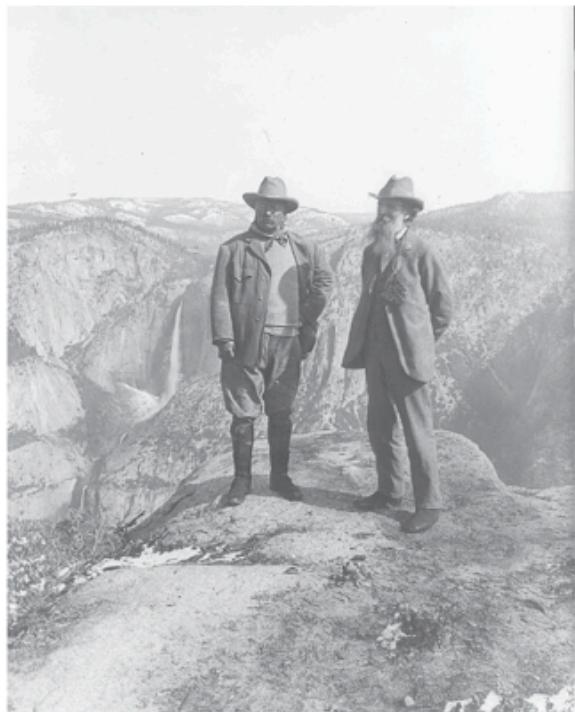
US.14(B) identify the roles of governmental entities and private citizens in managing the environment such as the establishment of the National Park System, the Environmental Protection Agency (EPA), and the Endangered Species Act

OLD **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

! 2018 – Q30

30

President Theodore Roosevelt and John Muir on Glacier Point, Yosemite Valley, California, 1903



Source: Library of Congress,
Prints and Photographs Division

What was the most likely topic of discussion between these men?

- F** Limiting the power of major railroad companies
- G** Creating alternative maritime shipping routes
- H** Designating additional land as national parks
- J** Reducing the influence of environmental lobbyists

*Correct Answer (H)

Analysis of Assessed Standards

Cluster	Progressive Era
Subcluster	Progressivism
Content	Supporting
Process	US.29(H)
Stimulus	

Data Analysis

Item	State	Local
F	14	
G	12	
H*	70	
J	5	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

<p>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</p> <p>OLD US.15(B) describe the changing relationship between the federal government and private business, including the costs and benefits of laissez-faire, anti-trust acts, the Interstate Commerce Act, and the Pure Food and Drug Act</p>	<h3 style="text-align: center;">Analysis of Assessed Standards</h3>																		
<p>2019 – Q34</p> <p>What was the purpose of the Pure Food and Drugs Act of 1906?</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Cluster</td><td style="padding: 2px;">Progressive Era</td></tr> <tr> <td style="padding: 2px;">Subcluster</td><td style="padding: 2px;">Progressivism</td></tr> <tr> <td style="padding: 2px;">Content</td><td style="padding: 2px;">Readiness</td></tr> <tr> <td style="padding: 2px;">Process</td><td style="padding: 2px;"></td></tr> <tr> <td style="padding: 2px;">Stimulus</td><td style="padding: 2px;"></td></tr> </table>	Cluster	Progressive Era	Subcluster	Progressivism	Content	Readiness	Process		Stimulus									
Cluster	Progressive Era																		
Subcluster	Progressivism																		
Content	Readiness																		
Process																			
Stimulus																			
<p>F To protect consumers by regulating the food and drug industry</p> <p>G To lower the cost of essential foods and drugs for consumers</p> <p>H To prevent shortages by regulating the supply of food and drugs</p> <p>J To reduce production costs for food and drug manufacturers</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="3" style="text-align: center; background-color: #cccccc;">Data Analysis</th></tr> <tr> <th style="padding: 2px;">Item</th><th style="padding: 2px;">State</th><th style="padding: 2px;">Local</th></tr> <tr> <td style="padding: 2px;">F*</td><td style="padding: 2px;">83</td><td style="padding: 2px;"></td></tr> <tr> <td style="padding: 2px;">G</td><td style="padding: 2px;">5</td><td style="padding: 2px;"></td></tr> <tr> <td style="padding: 2px;">H</td><td style="padding: 2px;">7</td><td style="padding: 2px;"></td></tr> <tr> <td style="padding: 2px;">J</td><td style="padding: 2px;">4</td><td style="padding: 2px;"></td></tr> </table>	Data Analysis			Item	State	Local	F*	83		G	5		H	7		J	4	
Data Analysis																			
Item	State	Local																	
F*	83																		
G	5																		
H	7																		
J	4																		
<p>*Correct Answer (F)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center; background-color: #cccccc;">Error Analysis</td></tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Guessing</td><td style="padding: 2px;"><input type="checkbox"/> Mixed Up Concepts</td></tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Careless Error</td><td style="padding: 2px;"><input type="checkbox"/> Stopped Too Early</td></tr> <tr> <td colspan="2" style="text-align: center; background-color: #cccccc;">Learning from Mistakes Instructional Implications</td></tr> <tr> <td colspan="2" style="height: 40px;"></td></tr> </table>	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											
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.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

OLD **US.15(B)** describe the changing relationship between the federal government and private business, including the costs and benefits of laissez-faire, anti-trust acts, the Interstate Commerce Act, and the Pure Food and Drug Act

2018 – Q10

10

AN AWFUL CASE OF JUNE ODORS.

By Maurice Kettell.



Source: Library of Congress

What was the most likely result of the publication of images such as this 1906 political cartoon?

- F** The government passed the Sherman Antitrust Act.
- G** Private companies refused to import foreign foods.
- H** The government passed the Pure Food and Drug Act.
- J** Labor unions protested unsafe working conditions.

*Correct Answer (H)

Analysis of Assessed Standards

Cluster Progressive Era

Subcluster Progressivism

Content Readiness

Process US.29(H)

Stimulus

Data Analysis

Item	State	Local
F	9	
G	6	
H*	81	
J	4	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

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</p> <p>OLD US.23(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</p>		Analysis of Assessed Standards																
<p>!</p> <p>2018 – Q35</p> <p>35 Issues Regarding the Selection of U.S. Senators Prior to 1913</p> <ul style="list-style-type: none"> All senators were chosen by state legislatures, but states used different procedures to select them. Intimidation and bribery of state legislators were often used to influence the selection of senators. Deadlocked legislatures were often unable to select senators, leaving vacancies for several years. 		<p>Cluster Progressive Era</p> <p>Subcluster Progressivism</p> <p>Content Readiness</p> <p>Process US.29(B)</p> <p>Stimulus</p>																
<p>Which of the following was implemented in 1913 to solve these problems?</p> <p>A Each state held party conventions in order to select senators.</p> <p>B A national referendum was held to standardize the procedures for selecting senators.</p> <p>C Open primaries were used to limit the choices of senators who could be confirmed by state legislatures.</p> <p>D A constitutional amendment was ratified that required senators to be elected directly by popular vote.</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>8</td> <td></td> </tr> <tr> <td>B</td> <td>22</td> <td></td> </tr> <tr> <td>C</td> <td>11</td> <td></td> </tr> <tr> <td>D*</td> <td>59</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	22		C	11		D*	59	
Item	State	Local																
A	8																	
B	22																	
C	11																	
D*	59																	
<p>*Correct Answer (D)</p>																		

<p>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</p> <p>OLD US.5(A) evaluate the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments</p>	Analysis of Assessed Standards															
<p>2018 – Q44</p> <p>44 How did the Nineteenth Amendment expand the democratic process?</p> <ul style="list-style-type: none"> F By prohibiting discrimination in voting on the basis of race G By eliminating the poll tax H By prohibiting discrimination in voting on the basis of gender J By lowering the voting age 	Cluster Progressive Era Subcluster Progress Towards Equality Content Readiness Process Stimulus															
<p>*Correct Answer (H)</p>	Data Analysis <table border="1" data-bbox="1101 464 1509 718"> <thead> <tr> <th>Item</th> <th>State</th> <th>Local</th> </tr> </thead> <tbody> <tr> <td>F</td> <td>14</td> <td></td> </tr> <tr> <td>G</td> <td>8</td> <td></td> </tr> <tr> <td>H*</td> <td>66</td> <td></td> </tr> <tr> <td>J</td> <td>12</td> <td></td> </tr> </tbody> </table> <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>	Item	State	Local	F	14		G	8		H*	66		J	12	
Item	State	Local														
F	14															
G	8															
H*	66															
J	12															

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

OLD US.5(B) evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, Susan B. Anthony, Ida B. Wells, and W. E. B. DuBois on American society

2018 – Q62

62

Workers Stringing Beans in a Maryland Factory, 1909



Source: Library of Congress, Prints and Photographs Division

What were photographs such as this one taken by Lewis Hine primarily intended to accomplish?

- F** Encourage leaders to make segregation in schools illegal
- G** Document labor conditions during an economic crisis
- H** Depict the evils of capitalism in communist propaganda
- J** Focus attention on the need for child labor reforms

*Correct Answer (J)

Analysis of Assessed Standards

Cluster	Progressive Era
Subcluster	Progress Towards Equality
Content	Supporting
Process	US.29(H)
Stimulus	

Data Analysis

Item	State	Local
F	5	
G	14	
H	2	
J*	78	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

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

OLD US.9(A) trace the historical development of the civil rights movement in the 19th, 20th, and 21st centuries, including the 13th, 14th, 15th, and 19th amendments

! 2018 – Q59

59

We claim for ourselves every single right that belongs to a freeborn American, political, civil and social; and until we get these rights we will never cease to protest and assail the ears of America. The battle we wage is not for ourselves alone but for all true Americans.

—W. E. B. Du Bois, Niagara Movement Address to the Country, 1906

How did the ideas presented in this address affect the early Civil Rights movement in the United States?

- A By encouraging African Americans to achieve equality through vocational education
- B By directly supporting Marcus Garvey's Black Star Steamship Line
- C By encouraging African Americans to accept Jim Crow laws
- D By forming the basis for the National Association for the Advancement of Colored People (NAACP)

*Correct Answer (D)

Analysis of Assessed Standards

Cluster	Progressive Era
Subcluster	Progress Towards Equality
Content	Readiness
Process	US.29(B)
Stimulus	

Data Analysis

Item	State	Local
A	17	
B	3	
C	6	
D*	73	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

<p>US.21(A) discuss values crucial to America's success as a constitutional republic, including liberty, egalitarianism, individualism, populism, and laissez-faire</p> <p>OLD US.22(A) discuss Alexis de Tocqueville's five values crucial to America's success as a constitutional republic: liberty, egalitarianism, individualism, populism, and laissez-faire</p>	Analysis of Assessed Standards															
<p>2018 – Q13</p> <p>13</p> <div style="border: 1px solid black; padding: 10px;"> <p>As social conditions become more equal, the number of persons increases who, although they are neither rich enough nor powerful enough to exercise any great influence over their fellow-creatures, have nevertheless acquired or retained sufficient education and fortune to satisfy their own wants. They owe nothing to any man, they expect nothing from any man; they acquire the habit of always considering themselves as standing alone, and they are apt to imagine that their whole destiny is in their own hands.</p> <p style="text-align: center;"><i>—Alexis de Tocqueville, Democracy in America, 1835</i></p> </div>	<p>Cluster Progressive Era</p> <p>Subcluster Progress Towards Equality</p> <p>Content Supporting</p> <p>Process US.29(B)</p> <p>Stimulus</p>															
<p>Which American value is described in this excerpt?</p> <p>A Individualism B Populism C Liberty D Laissez-faire</p> <p>*Correct Answer (A)</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: left;">A*</td> <td style="text-align: center;">69</td> <td></td> </tr> <tr> <td style="text-align: left;">B</td> <td style="text-align: center;">6</td> <td></td> </tr> <tr> <td style="text-align: left;">C</td> <td style="text-align: center;">12</td> <td></td> </tr> <tr> <td style="text-align: left;">D</td> <td style="text-align: center;">13</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*	69		B	6		C	12		D	13	
Item	State	Local														
A*	69															
B	6															
C	12															
D	13															

IQ Analysis | Investigating the Question

US.22(B)

RC 3

US.22(B) evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments and congressional acts such as the American Indian Citizenship Act of 1924

OLD **US.23(B)** evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments and congressional acts such as the American Indian Citizenship Act of 1925

2019 – Q2



Source: Library of Congress, Prints and Photographs Division

Which caption best replaces the question mark in this photograph?

- F Abolish the Poll Tax and the Literacy Test
- G Demand the Direct Election of Senators
- H Come in and Learn Why Women Ought to Vote
- J Lower the Voting Age for Women to Eighteen

*Correct Answer (H)

Analysis of Assessed Standards

Cluster	Progressive Era
Subcluster	Progress Towards Equality
Content	Supporting
Process	US.29(B)
Stimulus	

Data Analysis

Item	State	Local
F	3	
G	3	
H*	88	
J	6	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes
Instructional Implications

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

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

! 2019 – Q33

His 128th Birthday—"Gee,
but this is an awful stretch!", 1904



Source: Library of Congress, Prints and Photographs Division

What message about imperialism did this political cartoon convey?

- A The closer an acquired territory was, the more self-government it should be allowed to exercise.
- B Imperialism was not likely to improve access to overseas markets.
- C It was not worth angering European powers to annex new territories.
- D The farther imperialist expansion extended, the harder it would be for the United States to maintain control.

*Correct Answer (D)

Analysis of Assessed Standards

Cluster	Rise of a World Power
Subcluster	U.S. Expansionism
Content	Readiness
Process	US.29(H)
Stimulus	

Data Analysis

Item	State	Local
A	13	
B	9	
C	5	
D*	73	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

<p>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</p> <p>OLD US.4(A) explain why significant events, policies, and individuals such as the Spanish-American War, U.S. expansionism, Henry Cabot Lodge, Alfred Thayer Mahan, Theodore Roosevelt, Sanford B. Dole, and missionaries moved the United States into the position of a world power</p>	Analysis of Assessed Standards															
<p>2018 – Q39</p>	Cluster Rise of a World Power Subcluster U.S. Expansionism Content Readiness Process Stimulus															
<p>39 In the late 1800s, Sanford B. Dole contributed to the expansion of the United States by advocating the annexation of —</p> <p>A Puerto Rico B the Panama Canal Zone C Hawaii D the Philippines</p>	Data Analysis <table border="1" data-bbox="1101 538 1509 749"> <thead> <tr> <th>Item</th><th>State</th><th>Local</th></tr> </thead> <tbody> <tr> <td>A</td><td>14</td><td></td></tr> <tr> <td>B</td><td>19</td><td></td></tr> <tr> <td>C*</td><td>54</td><td></td></tr> <tr> <td>D</td><td>13</td><td></td></tr> </tbody> </table>	Item	State	Local	A	14		B	19		C*	54		D	13	
Item	State	Local														
A	14															
B	19															
C*	54															
D	13															
<p>*Correct Answer (C)</p>	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.15(D)

RC 4

<p>US.15(D) describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States</p> <p>OLD US.15(D) describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States</p>	Analysis of Assessed Standards	
2019 – Q23	Cluster	Rise of a World Power
What was one significant impact of the opening of the Panama Canal?	Subcluster	U.S. Expansionism
<p>A It helped reduce the spread of communism and socialism in Latin American countries.</p> <p>B It resulted in the signing of the North American Free Trade Agreement.</p> <p>C It increased trade by reducing travel times between the Pacific and the Atlantic Oceans.</p> <p>D It created tension between the United States and Latin American countries over immigration policy.</p>	Content	Readiness
	Process	
	Stimulus	
		Data Analysis
	Item	State
	A	4
	B	8
	C*	83
	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 (C)

<p>US.15(D) describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States</p> <p>OLD US.15(D) describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States</p>	Analysis of Assessed Standards				
<p>2018 – Q33</p>	<p>Cluster Rise of a World Power</p>				
	<p>Subcluster U.S. Expansionism</p>				
	<p>Content Readiness</p>				
	<p>Process</p>				
	<p>Stimulus</p>				
Data Analysis					
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Item	State	Local			
A	4				
B	39				
C*	52				
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					
<p>*Correct Answer (C)</p>					

IQ Analysis | Investigating the Question

US.4(C)

RC 1

US.4(C) identify the causes of World War I and reasons for U.S. entryOLD **US.4(C)** identify the causes of World War I and reasons for U.S. entry

2019 – Q54



Which action was an immediate consequence of the event described in this headline?

- F** Austria-Hungary declared war on Serbia.
- G** Great Britain intercepted the Zimmermann telegram.
- H** The United States refused to join the League of Nations.
- J** The Russian monarchy was overthrown.

*Correct Answer (F)

Analysis of Assessed Standards

Cluster	Rise of a World Power
Subcluster	World War I
Content	Readiness
Process	US.29(H)
Stimulus	

Data Analysis

Item	State	Local
F*	68	
G	9	
H	11	
J	12	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes
Instructional Implications

<p>US.4(C) identify the causes of World War I and reasons for U.S. entry</p> <p>OLD US.4(C) identify the causes of World War I and reasons for U.S. entry</p>	<p>Analysis of Assessed Standards</p>															
<p>2018 – Q22</p>	<p>Cluster Rise of a World Power</p>															
<p>22</p>	<p>Subcluster World War I</p>															
	<p>Content Readiness</p>															
	<p>Process US.29(B)</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>F</td> <td>15</td> <td></td> </tr> <tr> <td>G*</td> <td>70</td> <td></td> </tr> <tr> <td>H</td> <td>9</td> <td></td> </tr> <tr> <td>J</td> <td>6</td> <td></td> </tr> </tbody> </table>	Item	State	Local	F	15		G*	70		H	9		J	6	
Item	State	Local														
F	15															
G*	70															
H	9															
J	6															
<p>Which of the causes underlying World War I was this provision of the Fourteen Points intended to prevent?</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>F Nationalism and militarism</p> <p>G Blockades and unrestricted submarine warfare</p> <p>H Secret treaties and alliances</p> <p>J Imperialism and self-determination</p>	<p>Learning from Mistakes</p> <p>Instructional Implications</p>															
<p>*Correct Answer (G)</p>																

<p>US.4(D) understand the contributions of the American Expeditionary Forces (AEF) led by General John J. Pershing, including the Battle of Argonne Forest</p> <p>OLD US.4(D) understand the contributions of the American Expeditionary Forces (AEF) led by General John J. Pershing</p>	Analysis of Assessed Standards <table border="1" data-bbox="1101 306 1509 517"> <tr><td>Cluster</td><td>Rise of a World Power</td></tr> <tr><td>Subcluster</td><td>World War I</td></tr> <tr><td>Content</td><td>Supporting</td></tr> <tr><td>Process</td><td></td></tr> <tr><td>Stimulus</td><td></td></tr> </table>	Cluster	Rise of a World Power	Subcluster	World War I	Content	Supporting	Process		Stimulus	
Cluster	Rise of a World Power										
Subcluster	World War I										
Content	Supporting										
Process											
Stimulus											
<p>2018 – Q53</p> <p>53 What was one effect of the arrival of the American Expeditionary Forces in Europe during World War I?</p> <ul style="list-style-type: none"> A Italy left the Central powers alliance. B The heir to the Austro-Hungarian throne was assassinated in Sarajevo. C The Allies were able to launch a major counterattack on the western front. D Russian forces were able to withdraw from the eastern front. 											
<p>*Correct Answer (C)</p>											

IQ Analysis | Investigating the Question

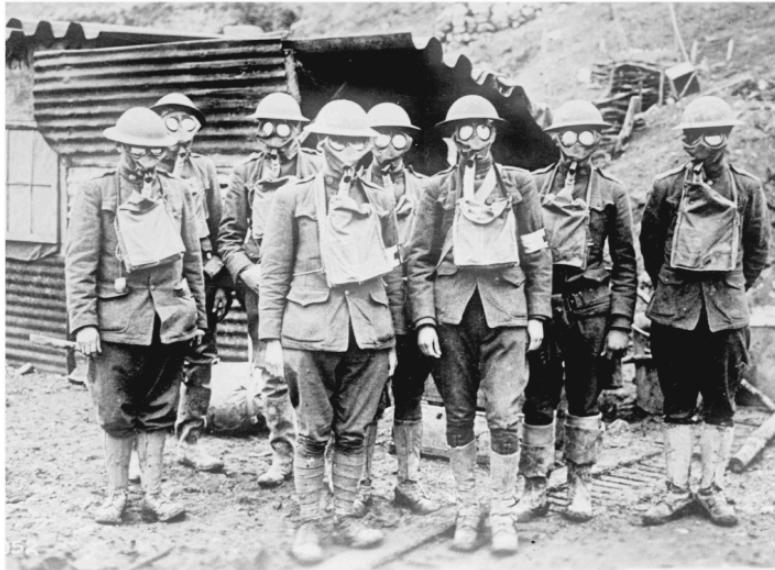
US.4(E)

RC 1

US.4(E) analyze the impact of machine guns, airplanes, tanks, poison gas, and trench warfare as significant technological innovations in World War I on the Western Front

OLD US.4(E) analyze the impact of significant technological innovations in World War I such as machine guns, airplanes, tanks, poison gas, and trench warfare that resulted in the stalemate on the Western Front

2019 – Q68



Source: Library of Congress,
Prints and Photographs Division

What was the primary reason for these masks during World War I?

- F** To hide the identities of soldiers from approaching enemies
- G** To protect soldiers from spreading contagious diseases
- H** To help soldiers use night vision technology to find the enemy
- J** To protect soldiers from the effects of poison gas

*Correct Answer (J)

Analysis of Assessed Standards

Cluster	Rise of a World Power
Subcluster	World War I
Content	Supporting
Process	US.29(H)
Stimulus	

Data Analysis

Item	State	Local
F	1	
G	3	
H	1	
J*	95	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

**Learning from Mistakes
Instructional Implications**

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

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

2019 – Q28

Why did the U.S. Senate refuse to ratify the Treaty of Versailles after World War I?

- F** The Senate would not support America's participation in the League of Nations.
- G** The Senate believed the treaty did not punish Germany enough.
- H** The Senate thought the treaty did not have the power to prevent secret alliances.
- J** The Senate could not agree on military disarmament levels.

Analysis of Assessed Standards

Cluster	Rise of a World Power
Subcluster	World War I
Content	Readiness
Process	
Stimulus	

Data Analysis

Item	State	Local
F*	52	
G	18	
H	22	
J	8	

Error Analysis

- Guessing Mixed Up Concepts
 Careless Error Stopped Too Early

Learning from Mistakes
Instructional Implications

*Correct Answer (F)

<p>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</p> <p>OLD US.4(F) analyze major issues such as isolationism and neutrality raised by U.S. involvement in World War I, Woodrow Wilson's Fourteen Points, and the Treaty of Versailles</p>	Analysis of Assessed Standards															
<p>! 2018 – Q38</p> <p>38</p> <div style="border: 1px solid black; padding: 10px;"> <p>The great rule of conduct for us in regard to foreign nations is in extending our commercial relations, to have with them as little political connection as possible. So far as we have already formed engagements, let them be fulfilled with perfect good faith. Here let us stop. Europe has a set of primary interests which to us have none; or a very remote relation. Hence she must be engaged in frequent controversies, the causes of which are essentially foreign to our concerns.</p> <p style="text-align: center;">—George Washington, <i>Farewell Address, 1796</i></p> </div>	<p>Cluster Rise of a World Power</p> <p>Subcluster World War I</p> <p>Content Readiness</p> <p>Process US.29(B)</p> <p>Stimulus</p>															
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Item	State	Local														
F	21															
G*	59															
H	7															
J	13															
<p>Which group followed the advice given in this address?</p> <p>F Expansionists during the Spanish-American War</p> <p>G Isolationists regarding the Treaty of Versailles after World War I</p> <p>H Hawks in Congress during the Vietnam War</p> <p>J Civil libertarians in Congress after the start of the War on Terror</p> <p>*Correct Answer (G)</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>															

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

OLD **US.19(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 9/11

 2018 – Q55

- 55** In 1919, Charles Schenck was charged with violating the Espionage Act. The Supreme Court ruled that Schenck's actions created a "clear and present danger."

How did the decision in this case affect the rights of U.S. citizens?

- A** By establishing restrictions on the right to vote
- B** By protecting the freedoms of religious minorities
- C** By placing limits on freedom of expression
- D** By protecting the rights of accused persons

Analysis of Assessed Standards

Cluster	Rise of a World Power
Subcluster	World War I
Content	Readiness
Process	
Stimulus	

Data Analysis

Item	State	Local
A	7	
B	11	
C*	56	
D	26	

Error Analysis

- Guessing Mixed Up Concepts
 Careless Error Stopped Too Early

**Learning from Mistakes
Instructional Implications**

*Correct Answer (C)

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

IQ Analysis | Investigating the Question

US.26(C)

RC 4

<p>US.26(C) describe the effect of technological innovations in the workplace such as assembly line manufacturing and robotics</p> <p>OLD US.27(C) understand the impact of technological and management innovations and their applications in the workplace and the resulting productivity enhancements for business and labor such as assembly line manufacturing, time-study analysis, robotics, computer management, and just-in-time inventory management</p>	Analysis of Assessed Standards			
<p>2019 – Q43</p> <p>What was one immediate result of Henry Ford's manufacturing methods?</p> <p>A Cars became affordable for more people.</p> <p>B Cars required little fuel to operate efficiently.</p> <p>C Cars replaced railroads as the fastest way to ship goods.</p> <p>D Cars could be customized.</p>	Cluster	Roaring Twenties		
	Subcluster	Economic and Technological Change		
	Content	Readiness		
	Process			
	Stimulus			
	Data Analysis	Item	State	Local
	A*	78		
	B	6		
	C	14		
	D	2		
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 (A)</p>				

<p>US.26(C) describe the effect of technological innovations in the workplace such as assembly line manufacturing and robotics</p> <p>OLD US.27(C) understand the impact of technological and management innovations and their applications in the workplace and the resulting productivity enhancements for business and labor such as assembly line manufacturing, time-study analysis, robotics, computer management, and just-in-time inventory management</p>	Analysis of Assessed Standards															
<p>2018 – Q15</p> <p>15</p> <p>Magneto Assembly Line at Ford Motor Company, 1913</p>  <p>From the collections of The Henry Ford, copy and reuse restrictions apply, http://www.TheHenryFord.org/copyright.aspx</p>	<p>Cluster Roaring Twenties</p> <p>Subcluster Economic and Technological Change</p> <p>Content Readiness</p> <p>Process US.29(H)</p> <p>Stimulus</p>															
<p>How did the process shown in this photograph enhance the automobile industry?</p> <p>A By speeding up production of automobiles at lower costs B By requiring only licensed workers to produce the automobiles C By ensuring high-quality automobiles for consumers at higher prices D By developing new designs to test automobile safety standards</p> <p>*Correct Answer (A)</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>85</td> <td></td> </tr> <tr> <td>B</td> <td>4</td> <td></td> </tr> <tr> <td>C</td> <td>6</td> <td></td> </tr> <tr> <td>D</td> <td>5</td> <td></td> </tr> </tbody> </table> <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>	Item	State	Local	A*	85		B	4		C	6		D	5	
Item	State	Local														
A*	85															
B	4															
C	6															
D	5															

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

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

2019 – Q7

What was a major influence on the popularity of the flapper during the 1920s?

- A** A decline in the number of women working in urban factories
- B** A shift away from the traditional roles of women
- C** An increase in the use of credit and installment plans
- D** A decrease in crime associated with prohibition

Analysis of Assessed Standards

Cluster	Roaring Twenties
Subcluster	Traditionalism v. Modernism
Content	Readiness
Process	
Stimulus	

Data Analysis

Item	State	Local
A	9	
B*	81	
C	6	
D	4	

Error Analysis

- Guessing Mixed Up Concepts
 Careless Error Stopped Too Early

Learning from Mistakes
Instructional Implications

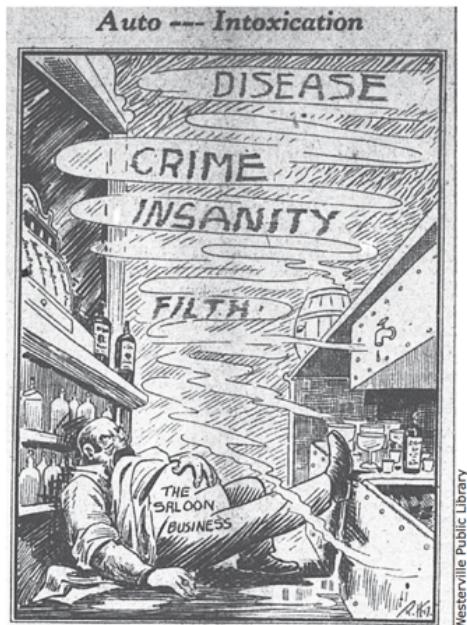
*Correct Answer (B)

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

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

! 2018 – Q54

54



Westerville Public Library

What was a result of the social problems presented in this 1917 political cartoon?

- F Government leaders introduced health-care reform laws.
- G Lobbyists focused attention on the power of corporate monopolies.
- H Women worked to improve conditions in tenement houses.
- J Progressives worked to ratify a prohibition amendment.

*Correct Answer (J)

Analysis of Assessed Standards

Cluster	Roaring Twenties
Subcluster	Traditionalism v. Modernism
Content	Readiness
Process	US.29(H)
Stimulus	

Data Analysis

Item	State	Local
F	20	
G	8	
H	3	
J*	68	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

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

OLD **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

 2018 – Q46

46

It was during the First World War that a silent pilgrimage took its first steps within the borders of this country. . . . It would not end until the 1970s. . . . Over the course of six decades, some six million black southerners left the land of their forefathers and fanned out across the country for an uncertain existence in nearly every other corner of America. . . .

—Isabel Wilkerson, *The Warmth of Other Suns: The Epic Story of America's Great Migration*, 2010

What was a primary reason for the demographic shift described in this excerpt?

- F Increased demand for sharecroppers in the North
- G Limited economic opportunities for African Americans in the South
- H Increased availability of manufactured goods in the North
- J A lack of educational institutions for African Americans in the South

*Correct Answer (G)

Analysis of Assessed Standards

Cluster	Roaring Twenties
Subcluster	Traditionalism v. Modernism
Content	Readiness
Process	US.29(B)
Stimulus	

Data Analysis

Item	State	Local
F	6	
G*	73	
H	12	
J	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

<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>OLD 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>	Analysis of Assessed Standards																																				
<p>2019 – Q63</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <ul style="list-style-type: none"> • Europeans seek industrial jobs in the United States. • World War I begins. • Nativism resurges in the United States. </div> <p>What was one way the U.S. government responded to this combination of events?</p> <p>A Made labor unions illegal</p> <p>B Passed immigration restrictions</p> <p>C Implemented a military draft</p> <p>D Established a federal income tax</p> <p>*Correct Answer (B)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Cluster</td> <td style="padding: 5px;">Roaring Twenties</td> </tr> <tr> <td style="padding: 5px;">Subcluster</td> <td style="padding: 5px;">Traditionalism v. Modernism</td> </tr> <tr> <td style="padding: 5px;">Content</td> <td style="padding: 5px;">Supporting</td> </tr> <tr> <td style="padding: 5px;">Process</td> <td style="padding: 5px;">US.29(B)</td> </tr> <tr> <td style="padding: 5px;">Stimulus</td> <td style="padding: 5px;"></td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="3" style="text-align: center; background-color: #cccccc;">Data Analysis</td> </tr> <tr> <th style="background-color: #cccccc;">Item</th> <th style="background-color: #cccccc;">State</th> <th style="background-color: #cccccc;">Local</th> </tr> <tr> <td style="text-align: center;">A</td> <td style="text-align: center;">6</td> <td></td> </tr> <tr> <td style="text-align: center;">B*</td> <td style="text-align: center;">61</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;">11</td> <td></td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center; background-color: #cccccc;">Error Analysis</td> </tr> <tr> <td style="text-align: center; width: 50px;"><input type="checkbox"/> Guessing</td> <td style="text-align: center; width: 50px;"><input type="checkbox"/> Mixed Up Concepts</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/> Careless Error</td> <td style="text-align: center;"><input type="checkbox"/> Stopped Too Early</td> </tr> <tr> <td colspan="2" style="text-align: center; background-color: #cccccc;">Learning from Mistakes Instructional Implications</td> </tr> </table>	Cluster	Roaring Twenties	Subcluster	Traditionalism v. Modernism	Content	Supporting	Process	US.29(B)	Stimulus		Data Analysis			Item	State	Local	A	6		B*	61		C	22		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	
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<p>US.21(A) discuss values crucial to America's success as a constitutional republic, including liberty, egalitarianism, individualism, populism, and laissez-faire</p> <p>OLD US.22(A) discuss Alexis de Tocqueville's five values crucial to America's success as a constitutional republic: liberty, egalitarianism, individualism, populism, and laissez-faire</p>	Analysis of Assessed Standards																																						
<p> 2019 – Q20</p> <p>The nation participates in the making of its laws by the choice of its legislators, and in the execution of them by the choice of the agents of the executive government; it may almost be said to govern itself. . . .</p> <p style="text-align: center;">—Alexis de Tocqueville, Democracy in America, 1835</p> <p>Which constitutional provision did the most to advance the aspect of democracy Tocqueville describes?</p> <p>F</p> <p>"The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated. . . ."</p> <p>G</p> <p>"Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted shall exist within the United States, or any place subject to their jurisdiction."</p> <p>H</p> <p>"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."</p> <p>J</p> <p>"Whenever there is a vacancy in the office of the Vice President, the President shall nominate a Vice President who shall take office upon confirmation by a majority vote of both Houses of Congress."</p> <p>*Correct Answer (H)</p>	<table border="1" data-bbox="1117 306 1493 517"> <tr> <td>Cluster</td><td>Roaring Twenties</td></tr> <tr> <td>Subcluster</td><td>Traditionalism v. Modernism</td></tr> <tr> <td>Content</td><td>Supporting</td></tr> <tr> <td>Process</td><td>US.29(B)</td></tr> <tr> <td>Stimulus</td><td></td></tr> </table> <table border="1" data-bbox="1117 538 1493 813"> <tr> <td colspan="3">Data Analysis</td></tr> <tr> <th>Item</th><th>State</th><th>Local</th></tr> <tr> <td>F</td><td>15</td><td></td></tr> <tr> <td>G</td><td>11</td><td></td></tr> <tr> <td>H*</td><td>37</td><td></td></tr> <tr> <td>J</td><td>38</td><td></td></tr> </table> <table border="1" data-bbox="1117 813 1493 918"> <tr> <td colspan="2">Error Analysis</td></tr> <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> <table border="1" data-bbox="1117 918 1493 1003"> <tr> <td colspan="2">Learning from Mistakes</td></tr> <tr> <td colspan="2">Instructional Implications</td></tr> </table>	Cluster	Roaring Twenties	Subcluster	Traditionalism v. Modernism	Content	Supporting	Process	US.29(B)	Stimulus		Data Analysis			Item	State	Local	F	15		G	11		H*	37		J	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	
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IQ Analysis | Investigating the Question

US.22(A)

RC 3

<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</p> <p>OLD US.23(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</p>	Analysis of Assessed Standards																
<p> 2019 – Q47</p> <p>Which action did the U.S. government take in 1924 to expand the rights of American Indians?</p> <p>A Granting citizenship to American Indians B Establishing private schools for American Indian children C Providing retirement benefits to American Indians D Guaranteeing jobs for American Indians in urban areas</p>	<p>Cluster Roaring Twenties</p> <p>Subcluster Traditionalism v. Modernism</p> <p>Content Readiness</p> <p>Process</p> <p>Stimulus</p>																
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	Learning from Mistakes Instructional Implications																
*Correct Answer (A)																	

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

OLD US.25(A) describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature

 2018 – Q6



There was music from my neighbor's house through the summer nights. . . . The halls and . . . verandas are gaudy with primary colors and hair shorn in strange new ways and shawls beyond the dreams of Castile. . . . There was dancing now on the canvas in the garden. . . . By midnight the hilarity had increased.

—F. Scott Fitzgerald, *The Great Gatsby*

How does this excerpt reflect a significant turning point in American history?

- F** It depicts the reaction to victory in the Spanish-American War.
- G** It portrays the changing social norms of the Jazz Age.
- H** It describes the experiences of immigrant workers during the Gilded Age.
- J** It details the industrial progress of the post-World War I era.

*Correct Answer (G)

Analysis of Assessed Standards

Cluster	Roaring Twenties
Subcluster	Traditionalism v. Modernism
Content	Supporting
Process	US.29(B)
Stimulus	

Data Analysis

Item	State	Local
F	7	
G*	80	
H	6	
J	7	

Error Analysis

- Guessing Mixed Up Concepts
 Careless Error Stopped Too Early

Learning from Mistakes
Instructional Implications

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

<p>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</p> <p>OLD 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</p>	Analysis of Assessed Standards	
	Cluster	Great Depression/New Deal
	Subcluster	Causes of the Great Depression
	Content	Readiness
	Process	
	Stimulus	
Data Analysis		
	Item	State
	F*	69
	G	20
	H	8
	J	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		
<small>*Correct Answer (F)</small>		

<p>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</p> <p>OLD 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</p>	Analysis of Assessed Standards														
<p>2018 – Q11</p> <p>11 Which statement best explains how bank failures contributed to the Great Depression?</p> <ul style="list-style-type: none"> A People lost their savings because the government did not insure bank deposits. B Business could not be done when President Franklin Roosevelt declared a bank holiday. C The interest rates on bank loans were too high. D Foreign investors did not invest enough in U.S. banks. 	Cluster Great Depression/New Deal Subcluster Causes of the Great Depression Content Readiness Process Stimulus														
	Data Analysis <table border="1" data-bbox="1101 422 1509 718"> <thead> <tr> <th>Item</th> <th>State</th> <th>Local</th> </tr> </thead> <tbody> <tr> <td>A*</td> <td>81</td> <td></td> </tr> <tr> <td>B</td> <td>3</td> <td></td> </tr> <tr> <td>C</td> <td>13</td> <td></td> </tr> <tr> <td>D</td> <td>2</td> <td></td> </tr> </tbody> </table>	Item	State	Local	A*	81		B	3		C	13		D	2
Item	State	Local													
A*	81														
B	3														
C	13														
D	2														
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>Learning from Mistakes Instructional Implications</p>															

*Correct Answer (A)

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

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

2018 – Q5

5 What was one factor that helped turn the Great Plains into the Dust Bowl in the 1930s?

- A Paying farmers to plant native grasses
- B Increased demand for tobacco after World War I
- C Numerous tornadoes occurring in the region
- D Intense drought in the region

Analysis of Assessed Standards

Cluster	Great Depression/New Deal
Subcluster	Life During the Great Depression
Content	Readiness
Process	
Stimulus	

Data Analysis

Item	State	Local
A	4	
B	4	
C	9	
D*	83	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

**Learning from Mistakes
Instructional Implications**

*Correct Answer (D)

IQ Analysis | Investigating the Question

US.16(C)

RC 4

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

OLD 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 European and Mexican heritage and others

! 2019 – Q58

The Federal Children's Bureau, in the summer of 1932, undertook a survey of the situation in the Southwest, with especial reference to boys and young men who by the thousands (estimated 200,000 for the United States) were found "riding the rods" of the railroads. . . . In October 1932 a group of individuals, members of national agencies deeply concerned with this problem, together with a number of persons actively engaged in the study of the subject, organized themselves under the auspices of the National Social Work Council as a discussion group to explore the size and content of the problem . . . and, if possible, to work out some practical plan for its relief.

—Dr. Ellen C. Potter, "The Problem of the Transient," 1934

Which situation contributed to the problem described in this excerpt?

- F Migration caused by racial discrimination during World War I
- G Homelessness caused by unemployment during the Great Depression
- H Strict bank regulations made by the federal government during the New Deal
- J Rate increases imposed by the railroad industry during the Gilded Age

*Correct Answer (G)

Analysis of Assessed Standards

Cluster	Great Depression/New Deal
Subcluster	Life During the Great Depression
Content	Readiness
Process	US.29(B)
Stimulus	

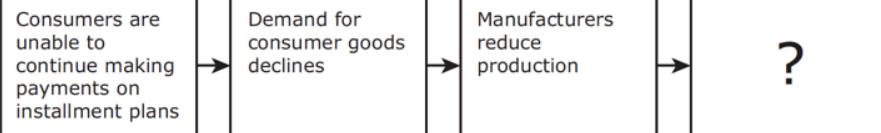
Data Analysis

Item	State	Local
F	10	
G*	61	
H	7	
J	22	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes
Instructional Implications

<p>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</p> <p>OLD 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 European and Mexican heritage and others</p>	<h3 style="text-align: center;">Analysis of Assessed Standards</h3>																	
<p>2018 – Q64</p> <p>64</p> <p style="text-align: center;">Events in the United States in the Late 1920s</p>  <p>Which action completes this cause-and-effect diagram?</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Cluster</td><td style="padding: 5px;">Great Depression/New Deal</td></tr> <tr> <td style="padding: 5px;">Subcluster</td><td style="padding: 5px;">Life During the Great Depression</td></tr> <tr> <td style="padding: 5px;">Content</td><td style="padding: 5px;">Readiness</td></tr> <tr> <td style="padding: 5px;">Process</td><td style="padding: 5px;">US.29(B)</td></tr> <tr> <td style="padding: 5px;">Stimulus</td><td style="padding: 5px;"></td></tr> </table>	Cluster	Great Depression/New Deal	Subcluster	Life During the Great Depression	Content	Readiness	Process	US.29(B)	Stimulus								
Cluster	Great Depression/New Deal																	
Subcluster	Life During the Great Depression																	
Content	Readiness																	
Process	US.29(B)																	
Stimulus																		
<p>F Banks lower interest rates</p> <p>G Elected leaders lower tariff rates</p> <p>H Companies lay off employees</p> <p>J Labor unions demand higher wages</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px; text-align: center;">Data Analysis</td><td style="padding: 5px;"></td></tr> <tr> <td style="padding: 5px; text-align: center;">Item</td><td style="padding: 5px; text-align: center;">State</td><td style="padding: 5px; text-align: center;">Local</td></tr> <tr> <td style="padding: 5px; text-align: center;">F</td><td style="padding: 5px; text-align: center;">13</td><td style="padding: 5px;"></td></tr> <tr> <td style="padding: 5px; text-align: center;">G</td><td style="padding: 5px; text-align: center;">6</td><td style="padding: 5px;"></td></tr> <tr> <td style="padding: 5px; text-align: center;">H*</td><td style="padding: 5px; text-align: center;">69</td><td style="padding: 5px;"></td></tr> <tr> <td style="padding: 5px; text-align: center;">J</td><td style="padding: 5px; text-align: center;">13</td><td style="padding: 5px;"></td></tr> </table>	Data Analysis		Item	State	Local	F	13		G	6		H*	69		J	13	
Data Analysis																		
Item	State	Local																
F	13																	
G	6																	
H*	69																	
J	13																	
<p>*Correct Answer (H)</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>																		

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

OLD US.25(B) describe both the positive and negative impacts of significant examples 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

 2018 – Q2

2

While my solutions were a little less complex than those offered by FDR, . . . I played a kind of New Deal cowboy who never hesitated to tackle many of the same problems.

—Gene Autry, country-and-western singer and actor

Why were country-and-western performers such as Gene Autry popular with U.S. radio audiences during the 1930s?

- F** Their art related to the struggles of the period.
- G** They shared stories of individuals who became wealthy.
- H** They promoted work programs for rural communities.
- J** Their art brought attention to global human rights issues.

*Correct Answer (F)

Analysis of Assessed Standards

Cluster	Great Depression/New Deal
Subcluster	Life During the Great Depression
Content	Readiness
Process	US.29(B)
Stimulus	

Data Analysis

Item	State	Local
F*	68	
G	4	
H	15	
J	14	

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

<p>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</p> <p>OLD 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</p>	Analysis of Assessed Standards	
2019 – Q40	Cluster	Great Depression/New Deal
Which New Deal program still in existence today provides an income for retired people?	Subcluster	Political Responses to the Great Depression
F Social Security Administration	Content	Supporting
G Securities and Exchange Commission	Process	
H Federal Deposit Insurance Corporation	Stimulus	
J Farm Credit Administration	Data Analysis	
	Item	State
	F*	78
	G	4
	H	16
*Correct Answer (F)	J	1
	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.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

OLD 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

! 2018 – Q60

60

Beneficiaries as of October 2015

Type of Beneficiary	Total (thousands)
Aged 65 or older	43,947
Disabled, under age 65	14,228
Other	6,817

Which New Deal agency was created to specifically serve this population?

- F** Federal Housing Administration
- G** Securities and Exchange Commission
- H** Federal Deposit Insurance Corporation
- J** Social Security Administration

*Correct Answer (J)

Analysis of Assessed Standards

Cluster	Great Depression/New Deal
Subcluster	Changing Roles of State and Federal Government
Content	Supporting
Process	US.29(B)
Stimulus	

Data Analysis

Item	State	Local
F	15	
G	5	
H	15	
J*	65	

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

<p>US.18(A) evaluate the impact of New Deal legislation on the historical roles of state and federal government</p> <p>OLD US.19(A) evaluate the impact of New Deal legislation on the historical roles of state and federal government</p>	Analysis of Assessed Standards	
2019 – Q64	Cluster	Great Depression/New Deal
Which statement best explains one effect of the New Deal?	Subcluster	Changing Roles of State and Federal Government
<p>F The federal government took control of public education and universities.</p> <p>G Corporations had to obtain permission from state governments before hiring workers.</p> <p>H Labor unions had to provide justification to state governments before conducting strikes.</p> <p>J People relied more on the federal government for assistance.</p>	Content	Readiness
	Process	
	Stimulus	
Data Analysis		
	Item	State
	F	14
	G	8
	H	17
Correct Answer (J)	J	61
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.18(A) evaluate the impact of New Deal legislation on the historical roles of state and federal government OLD US.19(A) evaluate the impact of New Deal legislation on the historical roles of state and federal government	Analysis of Assessed Standards	
	Cluster	Great Depression/New Deal
2018 – Q57	Subcluster	Changing Roles of State and Federal Government
57 Which of the following was a significant effect of New Deal legislation?	Content	Readiness
A Income tax rates fell to historic lows. B The federal government took on new roles. C The regulation of intrastate trade was transferred to the states. D States became the sole enforcers of immigration law.	Process	
	Stimulus	
Data Analysis		
Item	State	Local
A	17	
B*	59	
C	18	
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)

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

OLD **US.20(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 2004

 2019 – Q44

President Franklin D. Roosevelt proposed an increase in the number of Supreme Court justices because the Court ruled against —

- F** the gold standard
- G** some New Deal programs
- H** internment camps
- J** some rationing programs

Analysis of Assessed Standards

Cluster	Great Depression/New Deal
Subcluster	Changing Roles of State and Federal Government
Content	Readiness
Process	
Stimulus	

Data Analysis

Item	State	Local
F	9	
G*	79	
H	6	
J	6	

Error Analysis

- Guessing Mixed Up Concepts
 Careless Error Stopped Too Early

Learning from Mistakes
Instructional Implications

*Correct Answer (G)

World War II

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

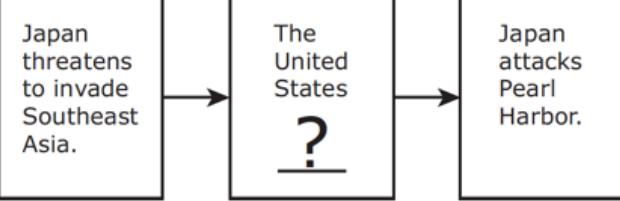
Connected Knowledge and Skills US.2, US.15, US.17, US.23

IQ Analysis | Investigating the Question

US.7(A)

RC 1

<p>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</p> <p>OLD US.7(A) identify reasons for U.S. involvement in World War II, including Italian, German, and Japanese dictatorships and their aggression, especially the attack on Pearl Harbor</p>	Analysis of Assessed Standards	
2019 – Q3	Cluster	World War II
Which event prompted the United States to enter World War II?	Subcluster	Causes of WWII
A The German annexation of Austria	Content	Readiness
B The Soviet occupation of Germany	Process	
C The landing of Allied soldiers on Normandy Beach	Stimulus	
D The Japanese attack on Pearl Harbor	Data Analysis	
	Item	State
	A	2
	B	6
	C	2
Correct Answer (D)	D	89
	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>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</p> <p>OLD US.7(A) identify reasons for U.S. involvement in World War II, including Italian, German, and Japanese dictatorships and their aggression, especially the attack on Pearl Harbor</p>	Analysis of Assessed Standards																		
<p>2018 – Q56</p>																			
<p>56</p> 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Cluster</td><td style="padding: 2px;">World War II</td></tr> <tr> <td style="padding: 2px;">Subcluster</td><td style="padding: 2px;">Causes of WWII</td></tr> <tr> <td style="padding: 2px;">Content</td><td style="padding: 2px;">Readiness</td></tr> <tr> <td style="padding: 2px;">Process</td><td style="padding: 2px;">US.29(B)</td></tr> <tr> <td style="padding: 2px;">Stimulus</td><td style="padding: 2px;"></td></tr> </table>	Cluster	World War II	Subcluster	Causes of WWII	Content	Readiness	Process	US.29(B)	Stimulus									
Cluster	World War II																		
Subcluster	Causes of WWII																		
Content	Readiness																		
Process	US.29(B)																		
Stimulus																			
<p>Which action replaces the question mark on this cause-and-effect diagram?</p> <p>F implements an embargo against Japan G sends ground troops to fight the Chinese H bans the sale of weapons to China J appeases Japanese demands for new territory</p> <p>*Correct Answer (F)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="3" style="text-align: center; padding: 2px;">Data Analysis</td></tr> <tr> <th style="padding: 2px;">Item</th><th style="padding: 2px;">State</th><th style="padding: 2px;">Local</th></tr> <tr> <td style="padding: 2px;">F*</td><td style="padding: 2px;">72</td><td style="padding: 2px;"></td></tr> <tr> <td style="padding: 2px;">G</td><td style="padding: 2px;">10</td><td style="padding: 2px;"></td></tr> <tr> <td style="padding: 2px;">H</td><td style="padding: 2px;">8</td><td style="padding: 2px;"></td></tr> <tr> <td style="padding: 2px;">J</td><td style="padding: 2px;">9</td><td style="padding: 2px;"></td></tr> </table> <p>Error Analysis</p> <p style="margin-left: 20px;"><input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts</p> <p style="margin-left: 20px;"><input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early</p> <p style="text-align: center; background-color: #e0e0e0; padding: 2px;">Learning from Mistakes Instructional Implications</p>	Data Analysis			Item	State	Local	F*	72		G	10		H	8		J	9	
Data Analysis																			
Item	State	Local																	
F*	72																		
G	10																		
H	8																		
J	9																		

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

OLD US.7(G) explain the home front and how American patriotism inspired exceptional actions by citizens and military personnel, including high levels of military enlistment; volunteerism; the purchase of war bonds; Victory Gardens; the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers; and opportunities and obstacles for women and ethnic minorities

2019 – Q13



Source: Library of Congress, Prints and Photographs Division

What was the main purpose of this World War II poster?

- A To persuade citizens to enlist in the armed forces
- B To inform citizens about the wartime dangers facing the nation
- C To encourage citizens to volunteer to help support the war
- D To notify citizens of mandatory programs for national security

*Correct Answer (C)

Analysis of Assessed Standards

Cluster	World War II
Subcluster	Mobilization and the Home Front
Content	Readiness
Process	US.29(H)
Stimulus	

Data Analysis

Item	State	Local
A	12	
B	2	
C*	82	
D	4	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

IQ Analysis | Investigating the Question

US.13(B)

RC 2

<p>US.13(B) analyze the causes and effects of changing demographic patterns resulting from immigration to the United States</p> <p>OLD US.13(B) analyze the causes and effects of changing demographic patterns resulting from legal and illegal immigration to the United States</p>	Analysis of Assessed Standards	
 2018 – Q14	Cluster	World War II
	Subcluster	Mobilization and the Home Front
	Content	Readiness
	Process	
	Stimulus	
Data Analysis		
	Item	State
	F	8
	G	6
	H	9
Correct Answer (J)	J	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		

IQ Analysis | Investigating the Question

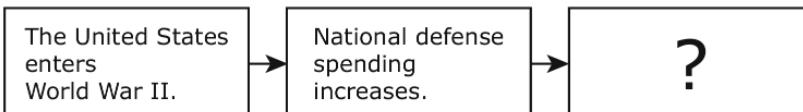
US.17(A)

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

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

2019 – Q32



Which sentence completes this cause-and-effect diagram?

- F The government reduces its use of propaganda.
- G The level of industrial production increases.
- H The government reduces its use of rationing programs.
- J The unemployment rate increases.

Analysis of Assessed Standards

Cluster	World War II
Subcluster	Mobilization and the Home Front
Content	Readiness
Process	US.29(B)
Stimulus	

Data Analysis

Item	State	Local
F	7	
G*	66	
H	11	
J	16	

Error Analysis

- Guessing Mixed Up Concepts
 Careless Error Stopped Too Early

Learning from Mistakes
Instructional Implications

*Correct Answer (G)

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

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

2018 – Q16

16

In November 1942, the National War Labor Board (NWLB) adopted the policy of "equal pay for equal work," which had not been standard practice in industry.

What was the most likely purpose of this National War Labor Board order?

- F** To prevent unions from discriminating against unskilled workers during the war
- G** To weaken the "Rosie the Riveter" image for women working on the home front
- H** To double the output of equipment needed to support U.S. troops overseas
- J** To ensure fair treatment for women in the workplace during the war

*Correct Answer (J)

Analysis of Assessed Standards

Cluster	World War II
Subcluster	Mobilization and the Home Front
Content	Readiness
Process	US.29(B)
Stimulus	

Data Analysis

Item	State	Local
F	15	
G	3	
H	8	
J*	74	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

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

OLD US.19(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 9/11

2019 – Q62

Now, therefore, by virtue of the authority vested in me as President of the United States, and Commander in Chief of the Army and Navy, I hereby authorize and direct the Secretary of War, and the Military Commanders whom he may from time to time designate, whenever he or any designated Commander deems such action necessary or desirable, to prescribe military areas in such places and of such extent as he or the appropriate Military Commander may determine, from which any or all persons may be excluded. . . .

—President Franklin D. Roosevelt, Executive Order 9066, February 19, 1942

Which constitutional right was most directly violated by this executive order?

- F** Freedom of speech
- G** Right to equal protection
- H** Right to bear arms
- J** Freedom of religion

*Correct Answer (G)

Analysis of Assessed Standards

Cluster	World War II
Subcluster	Mobilization and the Home Front
Content	Readiness
Process	US.29(A)
Stimulus	

Data Analysis

Item	State	Local
F	14	
G*	66	
H	17	
J	3	

Error Analysis

- Guessing
- Mixed Up Concepts
- Careless Error
- Stopped Too Early

Learning from Mistakes
Instructional Implications

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

OLD **US.7(D)** analyze major issues of World War II, including the Holocaust; the internment of German, Italian, and Japanese Americans and Executive Order 9066; and the development of conventional and atomic weapons

2019 – Q17

Which phrase best defines the Holocaust?

- A** The U.S. plan to relocate Japanese Americans to internment camps
- B** The Allied plan to liberate concentration camps in Eastern Europe
- C** The Nazi campaign to use genocide to eliminate European Jews
- D** The Japanese military strategy to destroy U.S. aircraft carriers

Analysis of Assessed Standards

Cluster	World War II
Subcluster	Two-Front War
Content	Readiness
Process	
Stimulus	

Data Analysis

Item	State	Local
A	3	
B	4	
C*	91	
D	3	

Error Analysis

- Guessing Mixed Up Concepts
 Careless Error Stopped Too Early

Learning from Mistakes
Instructional Implications

*Correct Answer (C)

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

OLD US.7(D) analyze major issues of World War II, including the Holocaust; the internment of German, Italian, and Japanese Americans and Executive Order 9066; and the development of conventional and atomic weapons

2018 – Q28

28

- Hanford, Washington
- Oak Ridge, Tennessee
- Los Alamos, New Mexico

Which technological advancement was developed in installations near these cities during World War II?

- F** Long-range submarines
G Radio navigation
H Atomic bombs
J Jet engines

*Correct Answer (H)

Analysis of Assessed Standards

Cluster	World War II
Subcluster	Two-Front War
Content	Readiness
Process	US.29(B)
Stimulus	

Data Analysis

Item	State	Local
F	5	
G	33	
H*	52	
J	10	

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

<p>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</p> <p>OLD US.7(G) explain the home front and how American patriotism inspired exceptional actions by citizens and military personnel, including high levels of military enlistment; volunteerism; the purchase of war bonds; Victory Gardens; the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers; and opportunities and obstacles for women and ethnic minorities</p>	<h3 style="text-align: center;">Analysis of Assessed Standards</h3>																		
<p>2018 – Q65</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Cluster</td><td style="padding: 2px;">World War II</td></tr> <tr> <td style="padding: 2px;">Subcluster</td><td style="padding: 2px;">Two-Front War</td></tr> <tr> <td style="padding: 2px;">Content</td><td style="padding: 2px;">Readiness</td></tr> <tr> <td style="padding: 2px;">Process</td><td style="padding: 2px;"></td></tr> <tr> <td style="padding: 2px;">Stimulus</td><td style="padding: 2px;"></td></tr> </table>	Cluster	World War II	Subcluster	Two-Front War	Content	Readiness	Process		Stimulus									
Cluster	World War II																		
Subcluster	Two-Front War																		
Content	Readiness																		
Process																			
Stimulus																			
<p>65 What important military contribution did Navajo Code Talkers make during World War II?</p> <ul style="list-style-type: none"> A They were part of a volunteer group of U.S. pilots that defended China from Japanese aggression. B They were one of the groups that transmitted secret military information in the Pacific Theater. C They were among the first black servicemen to fly as military aviators in the U.S. armed forces. D They were members of the tank division that helped liberate France after the invasion of Normandy. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="3" style="text-align: center; padding: 2px;">Data Analysis</td></tr> <tr> <td style="width: 33.33%; padding: 2px;">Item</td><td style="width: 33.33%; padding: 2px;">State</td><td style="width: 33.33%; padding: 2px;">Local</td></tr> <tr> <td style="padding: 2px;">A</td><td style="padding: 2px;">7</td><td style="padding: 2px;"></td></tr> <tr> <td style="padding: 2px;">B*</td><td style="padding: 2px;">78</td><td style="padding: 2px;"></td></tr> <tr> <td style="padding: 2px;">C</td><td style="padding: 2px;">10</td><td style="padding: 2px;"></td></tr> <tr> <td style="padding: 2px;">D</td><td style="padding: 2px;">5</td><td style="padding: 2px;"></td></tr> </table>	Data Analysis			Item	State	Local	A	7		B*	78		C	10		D	5	
Data Analysis																			
Item	State	Local																	
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B*	78																		
C	10																		
D	5																		
<p>*Correct Answer (B)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center; padding: 2px;">Error Analysis</td></tr> <tr> <td style="width: 50%; padding: 2px;"><input type="checkbox"/> Guessing</td><td style="width: 50%; padding: 2px;"><input type="checkbox"/> Mixed Up Concepts</td></tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Careless Error</td><td style="padding: 2px;"><input type="checkbox"/> Stopped Too Early</td></tr> <tr> <td colspan="2" style="text-align: center; padding: 2px;">Learning from Mistakes</td></tr> <tr> <td colspan="2" style="text-align: center; padding: 2px;">Instructional Implications</td></tr> </table>	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									
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<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early																		
Learning from Mistakes																			
Instructional Implications																			

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

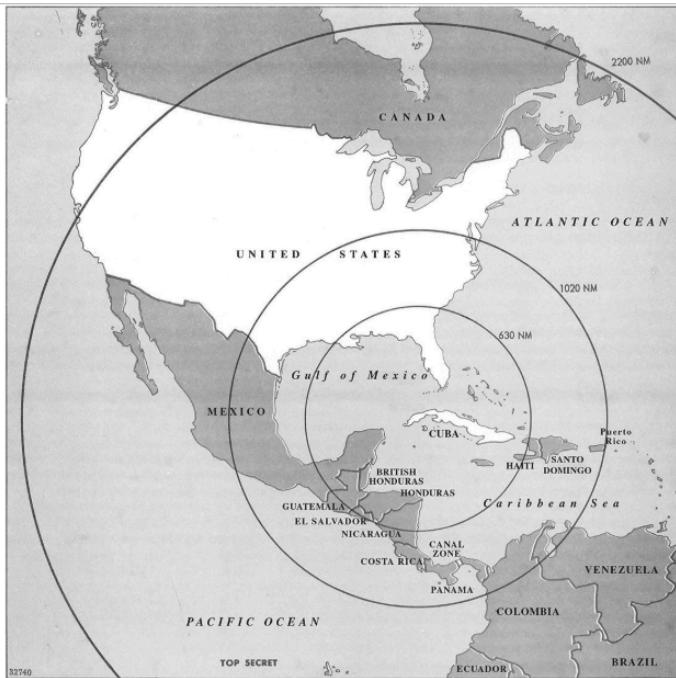
US.8(A)

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

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

2019 – Q66



Source: NARA

Which Soviet action led to the threat illustrated on this map?

- F** The signing of an arms limitations treaty
- G** Blockading foreign supply ships from entering the Caribbean
- H** Closing the border between East and West Berlin
- J** The placement of nuclear weapons installations in Cuba

*Correct Answer (J)

Analysis of Assessed Standards

Cluster	Early Cold War
Subcluster	Containment
Content	Readiness
Process	US.29(H)
Stimulus	

Data Analysis

Item	State	Local
F	4	
G	12	
H	6	
J*	78	

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

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

! 2018 – Q67

67

French Steel Plant, 1945



Courtesy of the George C. Marshall Foundation, Lexington, Virginia

The Same French Steel Plant, 1948



Courtesy of the George C. Marshall Foundation, Lexington, Virginia

Which action best explains the differences shown in these photographs?

- A The United States gave economic assistance through the Marshall Plan.
- B The United States and the Soviet Union created an alliance after World War II.
- C U.S. leaders created the United Nations.
- D The Soviet Union established the "Iron Curtain" after World War II.

*Correct Answer (A)

Analysis of Assessed Standards

Cluster Early Cold War

Subcluster Containment

Content Readiness

Process US.29(D)

Stimulus

Data Analysis

Item	State	Local
A*	74	
B	9	
C	5	
D	12	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

IQ Analysis | Investigating the Question

US.8(C)

RC 1

<p>US.8(C) explain reasons and outcomes for U.S. involvement in the Korean War and its relationship to the containment policy</p> <p>OLD US.8(C) explain reasons and outcomes for U.S. involvement in the Korean War and its relationship to the containment policy</p>	Analysis of Assessed Standards																
2019 – Q19	Cluster	Early Cold War															
Why did the United States intervene in Korea during the mid-twentieth century?	Subcluster	Containment															
A The United States wanted to promote trade in Southeast Asia.	Content	Readiness															
B The United States responded to a surprise attack against a U.S. naval base.	Process																
C The United States assumed responsibility for defeating international terrorist groups.	Stimulus																
D The United States led the international community in response to an act of aggression.																	
Data Analysis																	
<table border="1"> <thead> <tr> <th>Item</th><th>State</th><th>Local</th></tr> </thead> <tbody> <tr> <td>A</td><td>15</td><td></td></tr> <tr> <td>B</td><td>29</td><td></td></tr> <tr> <td>C</td><td>13</td><td></td></tr> <tr> <td>D*</td><td>42</td><td></td></tr> </tbody> </table>			Item	State	Local	A	15		B	29		C	13		D*	42	
Item	State	Local															
A	15																
B	29																
C	13																
D*	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 (D)

<p>US.8(C) explain reasons and outcomes for U.S. involvement in the Korean War and its relationship to the containment policy</p> <p>OLD US.8(C) explain reasons and outcomes for U.S. involvement in the Korean War and its relationship to the containment policy</p>	Analysis of Assessed Standards																
2018 – Q27	Cluster	Early Cold War															
	Subcluster	Containment															
	Content	Readiness															
	Process																
	Stimulus																
Data Analysis																	
<table border="1"> <thead> <tr> <th data-bbox="1101 591 1224 623">Item</th> <th data-bbox="1224 591 1346 623">State</th> <th data-bbox="1346 591 1509 623">Local</th> </tr> </thead> <tbody> <tr> <td data-bbox="1101 623 1224 654">A</td> <td data-bbox="1224 623 1346 654">11</td> <td data-bbox="1346 623 1509 654"></td></tr> <tr> <td data-bbox="1101 654 1224 686">B</td> <td data-bbox="1224 654 1346 686">10</td> <td data-bbox="1346 654 1509 686"></td></tr> <tr> <td data-bbox="1101 686 1224 718">C</td> <td data-bbox="1224 686 1346 718">11</td> <td data-bbox="1346 686 1509 718"></td></tr> <tr> <td data-bbox="1101 718 1224 749">D*</td> <td data-bbox="1224 718 1346 749">68</td> <td data-bbox="1346 718 1509 749"></td></tr> </tbody> </table>			Item	State	Local	A	11		B	10		C	11		D*	68	
Item	State	Local															
A	11																
B	10																
C	11																
D*	68																
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.8(D) explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War

OLD **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

2019 – Q9

But when we come to the possible sequence of events, the loss of Indochina, of Burma, of Thailand, of the Peninsula, and Indonesia following, now you begin to talk about areas that not only multiply the disadvantages that you would suffer, . . . but now you are talking really about millions and millions and millions of people.

—President Dwight D. Eisenhower, news conference, April 7, 1954

In this excerpt, President Eisenhower is expressing concern about —

- A a trade imbalance with Asia
- B the spread of communism in Asia
- C the educational opportunities available in Asia
- D an environmental disaster in Asia

*Correct Answer (B)

Analysis of Assessed Standards

Cluster	Early Cold War
Subcluster	Containment
Content	Readiness
Process	US.29(B)
Stimulus	

Data Analysis

Item	State	Local
A	7	
B*	76	
C	3	
D	14	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

IQ Analysis | Investigating the Question

US.1(C)

RC 2

US.1(C) discuss the meaning and historical significance of the mottos "E Pluribus Unum" and "In God We Trust"

OLD **US.26(E)** discuss the meaning and historical significance of the mottos "E Pluribus Unum" and "In God We Trust"

2019 – Q24



© iStock.com/Warrenandalcarr

What does the motto shown on this seal mean?

- F** "Liberty, Fraternity, Equality"
- G** "Justice for All"
- H** "America First"
- J** "Out of Many, One"

*Correct Answer (J)

Analysis of Assessed Standards

Cluster	Early Cold War
Subcluster	Postwar Fears
Content	Supporting
Process	US.29(H)
Stimulus	

Data Analysis

Item	State	Local
F	23	
G	50	
H	5	
J*	23	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

**Learning from Mistakes
Instructional Implications**

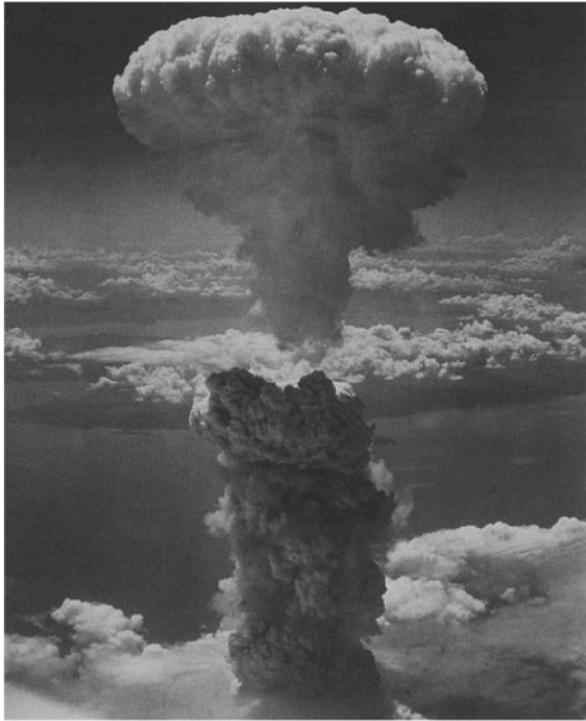
IQ Analysis | Investigating the Question

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

OLD **US.2(B)** identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics

 2019 – Q56


Source: Library of Congress, Prints and Photographs Division

Which era is most associated with the type of event shown in this photograph?

- F** The Roaring Twenties
- G** The Cold War
- H** The Great Depression
- J** The Industrial Revolution

*Correct Answer (G)

Analysis of Assessed Standards

Cluster	Early Cold War
Subcluster	Postwar Fears
Content	Readiness
Process	US.29(H)
Stimulus	

Data Analysis

Item	State	Local
F	6	
G*	72	
H	8	
J	14	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

**Learning from Mistakes
Instructional Implications**

IQ Analysis | Investigating the Question

US.2(B)

RC 1

US.2(B) explain the significance of the following years as turning points: 1898 (Spanish-American War), 1914-1918 (World War I), 1929 (the Great Depression begins), 1939-1945 (World War II), 1957 (Sputnik launch ignites U.S.-Soviet space race), 1968 (Martin Luther King Jr. assassination), 1969 (U.S. lands on the moon), 1991 (Cold War ends), 2001 (terrorist attacks on World Trade Center and the Pentagon), and 2008 (election of first black president, Barack Obama)

OLD **US.2(D)** explain the significance of the following years as turning points: 1898 (Spanish-American War), 1914-1918 (World War I), 1929 (the Great Depression begins), 1939-1945 (World War II), 1957 (Sputnik launch ignites U.S.-Soviet space race), 1968-1969 (Martin Luther King Jr. assassination and U.S. lands on the moon), 1991 (Cold War ends), 2001 (terrorist attacks on World Trade Center and the Pentagon), and 2008 (election of first black president, Barack Obama)

2019 – Q48

What was the most significant result of the 1957 launch of *Sputnik*?

- F** U.S. military troops were deployed to Korea.
- G** The United States ended its involvement in the Vietnam War.
- H** A space race between the United States and the Soviet Union began.
- J** The U.S. government implemented the Marshall Plan.

Analysis of Assessed Standards

Cluster	Early Cold War
Subcluster	Postwar Fears
Content	Supporting
Process	
Stimulus	

Data Analysis

Item	State	Local
F	3	
G	6	
H*	85	
J	6	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

*Correct Answer (H)

IQ Analysis | Investigating the Question

US.8(B)

RC 1

US.8(B) describe how Cold War tensions were intensified by the House Un-American Activities Committee (HUAC), McCarthyism, the arms race, and the space race

OLD **US.8(B)** describe how Cold War tensions were intensified by the arms race, the space race, McCarthyism, and the House Un-American Activities Committee (HUAC), the findings of which were confirmed by the Venona Papers

! 2019 – Q8

At the height of the Cold War rivalry between the United States and the Soviet Union, HUAC's influence soared and contributed to a climate of domestic fear stoked by its sensational and often unsubstantiated investigations.

—“The Permanent Standing House Committee on Un-American Activities,” U.S. House of Representatives Historical Highlights, <http://history.house.gov> (accessed September 14, 2016)

The committee mentioned in this statement was investigating suspected members of the —

- F Communist Party
- G Civilian Conservation Corps
- H Navajo Code Talkers
- J Flying Tigers

*Correct Answer (F)

Analysis of Assessed Standards

Cluster	Early Cold War
Subcluster	Postwar Fears
Content	Supporting
Process	US.29(B)
Stimulus	

Data Analysis

Item	State	Local
F*	80	
G	7	
H	8	
J	4	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes
Instructional Implications

<p>US.8(B) describe how Cold War tensions were intensified by the House Un-American Activities Committee (HUAC), McCarthyism, the arms race, and the space race</p> <p>OLD US.8(B) describe how Cold War tensions were intensified by the arms race, the space race, McCarthyism, and the House Un-American Activities Committee (HUAC), the findings of which were confirmed by the Venona Papers</p>	Analysis of Assessed Standards															
<p>2018 – Q48</p>	Cluster Early Cold War Subcluster Postwar Fears Content Supporting Process Stimulus															
<p>48 What prompted the House Un-American Activities Committee (HUAC) to target the "Hollywood Ten"?</p> <p>F Support for American isolationism in the years leading up to World War II</p> <p>G Increased political pressure from racial groups regarding civil rights legislation</p> <p>H Growing anxiety related to the economic effects of the Great Depression</p> <p>J Fear of communist infiltration within the American entertainment industry</p>	Data Analysis <table border="1" data-bbox="1101 517 1509 728"> <thead> <tr> <th>Item</th> <th>State</th> <th>Local</th> </tr> </thead> <tbody> <tr> <td>F</td> <td>6</td> <td></td> </tr> <tr> <td>G</td> <td>13</td> <td></td> </tr> <tr> <td>H</td> <td>8</td> <td></td> </tr> <tr> <td>J*</td> <td>72</td> <td></td> </tr> </tbody> </table>	Item	State	Local	F	6		G	13		H	8		J*	72	
Item	State	Local														
F	6															
G	13															
H	8															
J*	72															
<p>*Correct Answer (J)</p>	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.17(B)

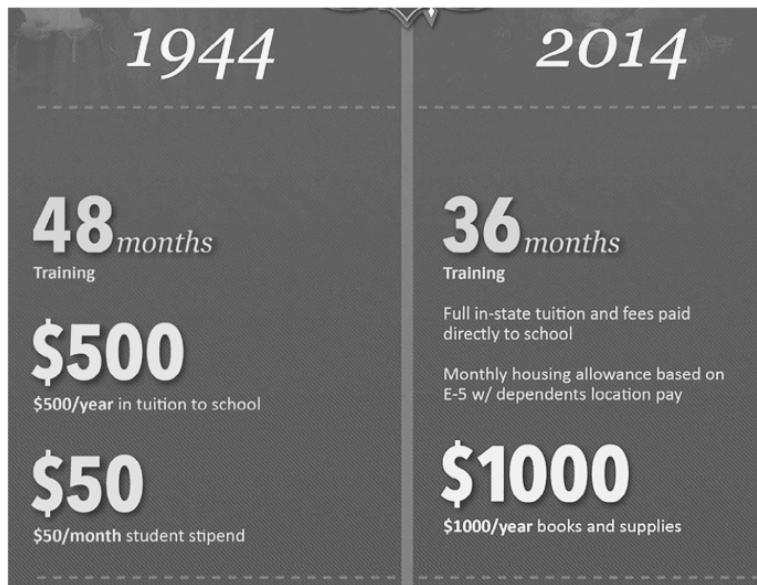
RC 4

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

OLD **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

! 2019 – Q18

The _____, Then and Now



Which option completes this title?

- F Social Security Act
- G Twenty-Sixth Amendment
- H GI Bill
- J Americans with Disabilities Act

*Correct Answer (H)

Analysis of Assessed Standards

Cluster	Early Cold War
Subcluster	Prosperity and Culture of the 1950s
Content	Readiness
Process	US.29(B)
Stimulus	

Data Analysis

Item	State	Local
F	11	
G	13	
H*	70	
J	6	

Error Analysis

- Guessing
- Mixed Up Concepts
- Careless Error
- Stopped Too Early

Learning from Mistakes Instructional Implications

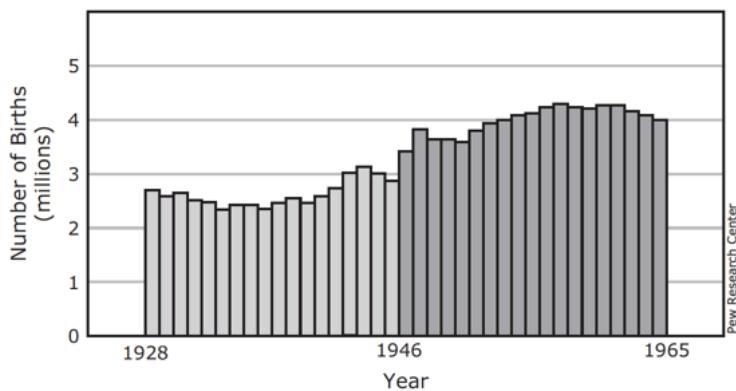
US.17(B) identify the causes of prosperity in the 1950s, including the Baby Boom and the impact of the GI Bill (Servicemen's Readjustment Act of 1944), and the effects of prosperity in the 1950s such as increased consumption and the growth of agriculture and business

OLD 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

2018 – Q8

8

Number of U.S. Births by Year and Generation,
1928–1965



Which occurrence was a result of the shift in the number of births that began in 1946?

- F** The decline of family farming
- G** The spread of new diseases
- H** The growth of the suburbs
- J** The reduction of defense spending

*Correct Answer (H)

Analysis of Assessed Standards

Cluster	Early Cold War
Subcluster	Prosperity and Culture of the 1950s
Content	Readiness
Process	US.29(H)
Stimulus	

Data Analysis

Item	State	Local
F	3	
G	4	
H*	87	
J	5	

Error Analysis

- Guessing
- Mixed Up Concepts
- Careless Error
- Stopped Too Early

Learning from Mistakes Instructional Implications

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 OLD US.25(C) identify the impact of popular American culture on the rest of the world over time	Analysis of Assessed Standards	
	Cluster	Early Cold War
2018 – Q23	Subcluster	Prosperity and Culture of the 1950s
23	Content	Supporting
State Skateboarding Park, Frankfurt, Germany	Process	US.29(H)
	Stimulus	
Bondi Skate Park, Sydney, Australia	Data Analysis	
	Item	State
	A*	70
	B	4
	C	18
	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		
Skateboarding started in the late 1940s and early 1950s. California surfers wanted to find a way to surf when the water was calm. The modern skateboard originated from attaching wheels to simple wooden boards that resembled surfboards.	<p>Which of the following developments is best illustrated by this information?</p> <p>A Diffusion of American popular culture B Growth of American student exchange programs C Establishment of cultural imperialism D Expansion of affirmative action</p>	
*Correct Answer (A)		

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

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

2019 – Q14

What was the effect of television on the development and outcome of the war? The conventional wisdom has generally been that for better or for worse it was an anti-war influence. It brought the “horror of war” night after night into people’s living rooms and eventually inspired revulsion and exhaustion. The argument has often been made that any war reported in an unrestricted way by television would eventually lose public support.

—Daniel Hallin, *The Museum of Broadcast Communications*

Which article would most likely quote this excerpt?

- F** “Embedding Journalists in Combat during the Korean War”
- G** “The Role of the Office of War Information during World War II”
- H** “Improvements in Media Production during the Persian Gulf War”
- J** “The Role of the Media during the Vietnam War”

*Correct Answer (J)

Analysis of Assessed Standards

Cluster	Vietnam and the 1960s
Subcluster	Response to the War
Content	Readiness
Process	US.29(B)
Stimulus	

Data Analysis

Item	State	Local
F	5	
G	9	
H	6	
J*	79	

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>2018 – Q31</p> <p>31</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>_____ : A term that originated during President Lyndon Johnson's administration to describe the perception of a discrepancy between public statements and actual policies.</p> </div>	<p>Cluster Vietnam and the 1960s</p> <p>Subcluster Response to the War</p> <p>Content Readiness</p> <p>Process US.29(B)</p> <p>Stimulus</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 style="text-align: center;">13</td> <td></td> </tr> <tr> <td style="text-align: center;">B*</td> <td style="text-align: center;">61</td> <td></td> </tr> <tr> <td style="text-align: center;">C</td> <td style="text-align: center;">6</td> <td></td> </tr> <tr> <td style="text-align: center;">D</td> <td style="text-align: center;">19</td> <td></td> </tr> </tbody> </table>	Item	State	Local	A	13		B*	61		C	6		D	19	
	Item	State	Local													
	A	13														
	B*	61														
C	6															
D	19															
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																

*Correct Answer (B)

<p>US.2(A) identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics</p> <p>OLD US.2(B) identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics</p>	Analysis of Assessed Standards																	
 2018 – Q66 <p>Q66 Which box lists characteristics of the 1960s?</p> <table border="1" style="margin-bottom: 10px;"> <tr> <td style="padding: 5px; vertical-align: top;"> F <ul style="list-style-type: none"> • Prohibition • The Lost Generation • The Harlem Renaissance • Religious fundamentalism </td> <td style="padding: 5px; vertical-align: top;"> H <ul style="list-style-type: none"> • The counterculture • The Civil Rights movement • The Vietnam War • The Space Race </td> </tr> <tr> <td style="padding: 5px; vertical-align: top;"> G <ul style="list-style-type: none"> • Widespread unemployment • New Deal programs • The Golden Age of Hollywood • The Dust Bowl </td> <td style="padding: 5px; vertical-align: top;"> J <ul style="list-style-type: none"> • Televangelists • Neoconservatism • Video games • The fall of the Soviet Union </td> </tr> </table> <p>*Correct Answer (H)</p>	F <ul style="list-style-type: none"> • Prohibition • The Lost Generation • The Harlem Renaissance • Religious fundamentalism 	H <ul style="list-style-type: none"> • The counterculture • The Civil Rights movement • The Vietnam War • The Space Race 	G <ul style="list-style-type: none"> • Widespread unemployment • New Deal programs • The Golden Age of Hollywood • The Dust Bowl 	J <ul style="list-style-type: none"> • Televangelists • Neoconservatism • Video games • The fall of the Soviet Union 	Cluster Vietnam and the 1960s Subcluster Vietnam War Content Readiness Process US.29(B) Stimulus													
F <ul style="list-style-type: none"> • Prohibition • The Lost Generation • The Harlem Renaissance • Religious fundamentalism 	H <ul style="list-style-type: none"> • The counterculture • The Civil Rights movement • The Vietnam War • The Space Race 																	
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Item	State	Local																
F	11																	
G	10																	
H*	75																	
J	3																	

<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>OLD 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>	Analysis of Assessed Standards				
2018 – Q7	Cluster	Vietnam and the 1960s			
7 What was the overall goal of U.S. military intervention in Vietnam from 1964–1973?	Subcluster	Vietnam War			
A Eliminating trade barriers between the United States and Southeast Asia	Content	Readiness			
B Isolating the Soviet Union by improving Chinese relations with the United States	Process				
C Promoting economic growth in the Pacific region	Stimulus				
D Preventing communism from spreading throughout Southeast Asia					
Data Analysis					
	Item	State	Local		
	A	7			
	B	8			
	C	3			
Correct Answer (D)	D	81			
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					

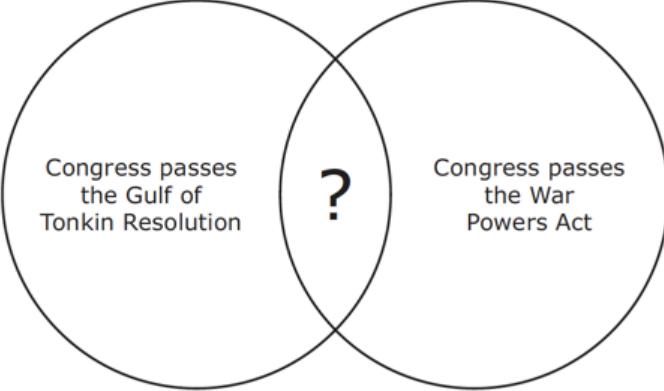
IQ Analysis | Investigating the Question

US.19(A)

RC 3

<p>US.19(A) describe the impact of events such as the Gulf of Tonkin Resolution and the War Powers Act on the relationship between the legislative and executive branches of government</p> <p>OLD US.20(A) describe the impact of events such as the Gulf of Tonkin Resolution and the War Powers Act on the relationship between the legislative and executive branches of government</p>	Analysis of Assessed Standards	
2019 – Q41	Cluster	Vietnam and the 1960s
The Gulf of Tonkin Resolution increased the power of the executive branch by —	Subcluster	Vietnam War
<p>A allowing the president to use military force without a declaration of war by Congress</p> <p>B authorizing the president to choose the Senate Majority Leader</p> <p>C allowing the president to introduce bills to Congress</p> <p>D expanding the president's right to executive privilege</p>	Content	Supporting
	Process	
	Stimulus	
		Data Analysis
	Item	State
	A*	54
	B	7
	C	18
	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 (A)

<p>US.19(A) describe the impact of events such as the Gulf of Tonkin Resolution and the War Powers Act on the relationship between the legislative and executive branches of government</p> <p>OLD US.20(A) describe the impact of events such as the Gulf of Tonkin Resolution and the War Powers Act on the relationship between the legislative and executive branches of government</p>	Analysis of Assessed Standards															
<p>! 2018 – Q47</p> <p>47</p> 	Cluster Vietnam and the 1960s Subcluster Vietnam War Content Supporting Process US.29(B) Stimulus															
<p>Which similarity completes this Venn diagram?</p> <p>A Included debate over the use of line-item veto</p> <p>B Violated the principle of due process</p> <p>C Involved debate over the extent of executive and legislative authority</p> <p>D Deemed unconstitutional by the judicial branch</p> <p>*Correct Answer (C)</p>	Data Analysis <table border="1"> <thead> <tr> <th>Item</th> <th>State</th> <th>Local</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>6</td> <td></td> </tr> <tr> <td>B</td> <td>11</td> <td></td> </tr> <tr> <td>C*</td> <td>66</td> <td></td> </tr> <tr> <td>D</td> <td>17</td> <td></td> </tr> </tbody> </table> 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	Item	State	Local	A	6		B	11		C*	66		D	17	
Item	State	Local														
A	6															
B	11															
C*	66															
D	17															

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

IQ Analysis | Investigating the Question

US.2(B)

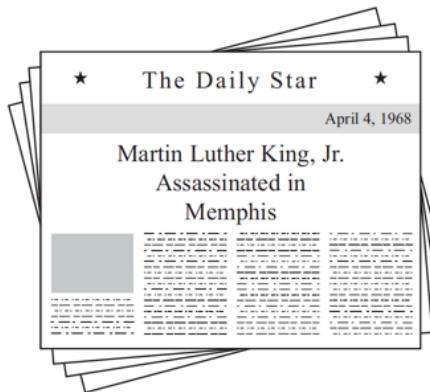
RC 1

US.2(B) explain the significance of the following years as turning points: 1898 (Spanish-American War), 1914-1918 (World War I), 1929 (the Great Depression begins), 1939-1945 (World War II), 1957 (Sputnik launch ignites U.S.-Soviet space race), 1968 (Martin Luther King Jr. assassination), 1969 (U.S. lands on the moon), 1991 (Cold War ends), 2001 (terrorist attacks on World Trade Center and the Pentagon), and 2008 (election of first black president, Barack Obama)

OLD **US.2(D)** explain the significance of the following years as turning points: 1898 (Spanish-American War), 1914-1918 (World War I), 1929 (the Great Depression begins), 1939-1945 (World War II), 1957 (Sputnik launch ignites U.S.-Soviet space race), 1968-1969 (Martin Luther King Jr. assassination and U.S. lands on the moon), 1991 (Cold War ends), 2001 (terrorist attacks on World Trade Center and the Pentagon), and 2008 (election of first black president, Barack Obama)

 2018 – Q12

12



How did the event in this headline impact the Civil Rights movement?

- F The focus of the movement shifted to the struggle of migrant workers.
- G The movement lost credibility with the American public.
- H The focus of the movement shifted to protesting U.S. involvement in foreign wars.
- J The movement lost an important national leader.

*Correct Answer (J)

Analysis of Assessed Standards

Cluster	Civil Rights
Subcluster	Civic Participation
Content	Supporting
Process	US.29(H)
Stimulus	

Data Analysis

Item	State	Local
F	5	
G	6	
H	7	
J*	82	

Error Analysis

- Guessing Mixed Up Concepts
 Careless Error Stopped Too Early

Learning from Mistakes
Instructional Implications

IQ Analysis | Investigating the Question

US.9(E)

RC 1

US.9(E) compare and contrast the approach taken by the Black Panthers with the nonviolent approach of Martin Luther King Jr.

OLD **US.9(D)** compare and contrast the approach taken by some civil rights groups such as the Black Panthers with the nonviolent approach of Martin Luther King Jr.

! 2018 – Q21

21

Civil Rights Organizations

Organization	Description
1	Members armed themselves and were willing to take necessary means to protect their homes and families.
2	Leaders enforced the use of nonviolence among those engaging in sit-ins and other protest activities.
3	Leaders worked with existing laws and within the court system to increase the rights of African Americans.

Which organizations correctly complete this table?

A

1	NAACP
2	Black Panthers
3	SNCC

B

1	SNCC
2	CORE
3	Black Panthers

C

1	Black Panthers
2	SNCC
3	NAACP

D

1	CORE
2	NAACP
3	AIM

*Correct Answer (C)

Analysis of Assessed Standards

Cluster	Civil Rights
Subcluster	Civic Participation
Content	Supporting
Process	US.29(H)
Stimulus	

Data Analysis

Item	State	Local
A	8	
B	14	
C*	72	
D	6	

Error Analysis

- Guessing Mixed Up Concepts
 Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

IQ Analysis | Investigating the Question

US.9(F)

RC 1

<p>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</p> <p>OLD US.9(E) discuss the impact of the writings of Martin Luther King Jr. such as his "I Have a Dream" speech and "Letter from Birmingham Jail" on the civil rights movement</p>	Analysis of Assessed Standards	
2019 – Q67	Cluster	Civil Rights
Which method for achieving civil rights is most associated with Martin Luther King, Jr.?	Subcluster	Civic Participation
<p>A Using peaceful protests and acts of civil disobedience</p> <p>B Obtaining signatures to petition for a referendum</p> <p>C Pursuing litigation through the court system</p> <p>D Recalling officials in special elections</p>	Content	Supporting
	Process	
	Stimulus	
Data Analysis		
	Item	State
	A*	93
	B	3
	C	3
	D	1
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(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

OLD US.9(F) describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights acts of 1957 and 1964, and the Voting Rights Act of 1965

2018 – Q3

3

It is hereby declared to be the policy of the President that there shall be equality of treatment and opportunity for all persons in the armed services without regard to race, color, religion or national origin. This policy shall be put into effect as rapidly as possible, having due regard to the time required to effectuate any necessary changes without impairing efficiency or morale.

—President Harry S. Truman, *Executive Order 9981, July 26, 1948*

Which of the following contributed to President Truman's decision to issue this order?

- A** A lack of funding for veteran pensions
- B** Declining enlistment rates during peacetime
- C** Discrimination against minority service members
- D** A desire to repeal the draft

*Correct Answer (C)

Analysis of Assessed Standards

Cluster	Civil Rights
Subcluster	Civic Participation
Content	Readiness
Process	US.29(B)
Stimulus	

Data Analysis

Item	State	Local
A	4	
B	8	
C*	83	
D	5	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

**Learning from Mistakes
Instructional Implications**

IQ Analysis | Investigating the Question

US.9(I)

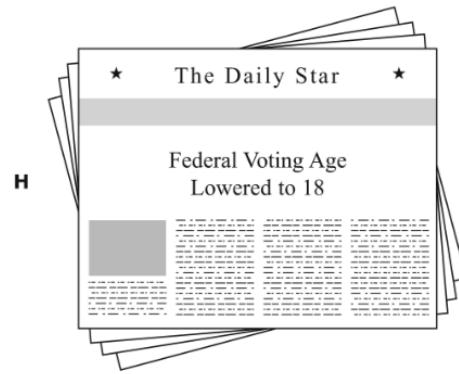
RC 1

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

OLD **US.9(H)** evaluate changes and events in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process

2019 – Q16

Which headline can be most directly attributed to the efforts of the Civil Rights movement?



*Correct Answer (F)

Analysis of Assessed Standards

Cluster	Civil Rights
Subcluster	Civic Participation
Content	Readiness
Process	US.29(H)
Stimulus	

Data Analysis

Item	State	Local
F*	76	
G	5	
H	15	
J	4	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

<p>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</p> <p>OLD US.9(H) evaluate changes and events in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process</p>	Analysis of Assessed Standards <table border="1" data-bbox="1117 211 1509 422"> <tr><td>Cluster</td><td>Civil Rights</td></tr> <tr><td>Subcluster</td><td>Civic Participation</td></tr> <tr><td>Content</td><td>Readiness</td></tr> <tr><td>Process</td><td>US.29(H)</td></tr> <tr><td>Stimulus</td><td></td></tr> </table>	Cluster	Civil Rights	Subcluster	Civic Participation	Content	Readiness	Process	US.29(H)	Stimulus														
Cluster	Civil Rights																							
Subcluster	Civic Participation																							
Content	Readiness																							
Process	US.29(H)																							
Stimulus																								
<p>! 2018 – Q32</p>																								
<p>32</p> <p>Percent of Voting-Age Population Casting Votes in Selected Presidential Elections</p>																								
<table border="1" data-bbox="383 390 913 728"> <thead> <tr><th></th><th>1964</th><th>1968</th></tr> </thead> <tbody> <tr><td>Alabama</td><td>35.9</td><td>52.7</td></tr> <tr><td>Georgia</td><td>43.3</td><td>43.4</td></tr> <tr><td>Louisiana</td><td>47.3</td><td>54.8</td></tr> <tr><td>Mississippi</td><td>33.9</td><td>53.2</td></tr> <tr><td>North Carolina</td><td>52.8</td><td>54.3</td></tr> <tr><td>South Carolina</td><td>39.4</td><td>46.7</td></tr> <tr><td>Virginia</td><td>41.1</td><td>50.1</td></tr> </tbody> </table>		1964	1968	Alabama	35.9	52.7	Georgia	43.3	43.4	Louisiana	47.3	54.8	Mississippi	33.9	53.2	North Carolina	52.8	54.3	South Carolina	39.4	46.7	Virginia	41.1	50.1
	1964	1968																						
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Georgia	43.3	43.4																						
Louisiana	47.3	54.8																						
Mississippi	33.9	53.2																						
North Carolina	52.8	54.3																						
South Carolina	39.4	46.7																						
Virginia	41.1	50.1																						
<p>Source: U.S. Census Bureau</p>																								
<p>How did the Voting Rights Act of 1965 contribute to the changes shown in this table?</p> <p>F It helped reduce voter discrimination at polling sites.</p> <p>G It increased state revenues associated with poll taxes.</p> <p>H It contributed to increased involvement of lobbyists in political campaigns.</p> <p>J It helped voters determine educational policy based on literacy test results.</p>																								

*Correct Answer (F)

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

OLD US.25(B) describe both the positive and negative impacts of significant examples 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

2019 – Q46

Historical Park in San Diego, California



Used with permission.

What is the significance of this 1978 mural?

- F** It is representative of artistic expressions of the Beat Generation.
- G** It was commissioned by the federal government through the National Endowment for the Arts (NEA).
- H** It is an example of cultural pride among Mexican Americans.
- J** It was painted by artists employed under the Works Progress Administration (WPA).

*Correct Answer (H)

Analysis of Assessed Standards

Cluster	Civil Rights
Subcluster	Civic Participation
Content	Readiness
Process	US.29(H)
Stimulus	

Data Analysis

Item	State	Local
F	9	
G	8	
H*	76	
J	6	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes
Instructional Implications

		Analysis of Assessed Standards	
US.25(C) explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture		Cluster	Civil Rights
OLD US.26(C) explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture		Subcluster	Civic Participation
2019 – Q55		Content	Readiness
Selected Interest Groups		Process	US.29(B)
<ul style="list-style-type: none"> • Japanese American Citizens League (JACL) • League of United Latin American Citizens (LULAC) • National Association for the Advancement of Colored People (NAACP) • National Congress of American Indians (NCAI) • National Urban League • Rainbow PUSH Coalition 		Stimulus	
<p>How have these groups helped shape U.S. culture?</p> <p>A By fighting against child labor</p> <p>B By supporting strict immigration quotas</p> <p>C By focusing on expanding civil rights for minorities</p> <p>D By lobbying against equal pay for equal work</p>		Data Analysis	
<p>*Correct Answer (C)</p>		Item	State
		A	2
		B	10
		C*	83
		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	

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

OLD **US.26(D)** identify the political, social, and economic contributions of women such as Frances Willard, Jane Addams, Eleanor Roosevelt, Dolores Huerta, Sonia Sotomayor, and Oprah Winfrey to American society

2019 – Q51

How did Betty Friedan's book *The Feminine Mystique* affect the lives of everyday Americans?

- A** By inspiring women in the 1960s to question their traditional social roles
- B** By focusing attention on a widespread environmental problem
- C** By advocating for passage of consumer safety laws during the 1970s
- D** By bringing attention to racial discrimination in government hiring practices

Analysis of Assessed Standards

Cluster	Civil Rights
Subcluster	Civic Participation
Content	Supporting
Process	
Stimulus	

Data Analysis

Item	State	Local
A*	85	
B	5	
C	4	
D	6	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

**Learning from Mistakes
Instructional Implications**

*Correct Answer (A)

<p>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</p> <p>OLD US.9(F) describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights acts of 1957 and 1964, and the Voting Rights Act of 1971</p>	Analysis of Assessed Standards															
<p>2019 – Q5</p>	Cluster Civil Rights Subcluster Congress Content Readiness Process Stimulus															
<p>The Civil Rights Act of 1957 established a Civil Rights Division within the U.S. Department of Justice. What was the main purpose of this division?</p> <p>A To enforce laws prohibiting discrimination B To integrate public schools C To enforce privacy protections D To integrate the armed forces</p>	Data Analysis <table border="1" data-bbox="1101 538 1509 749"> <thead> <tr> <th>Item</th> <th>State</th> <th>Local</th> </tr> </thead> <tbody> <tr> <td>A*</td> <td>78</td> <td></td> </tr> <tr> <td>B</td> <td>11</td> <td></td> </tr> <tr> <td>C</td> <td>5</td> <td></td> </tr> <tr> <td>D</td> <td>6</td> <td></td> </tr> </tbody> </table>	Item	State	Local	A*	78		B	11		C	5		D	6	
Item	State	Local														
A*	78															
B	11															
C	5															
D	6															
<p>*Correct Answer (A)</p>	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.25(A) explain actions taken by people to expand economic opportunities and political rights for racial, ethnic, gender, and religious groups in American society

OLD **US.26(A)** explain actions taken by people to expand economic opportunities and political rights, including those for racial, ethnic, and religious minorities as well as women, in American society

2019 – Q27

The contractor will take affirmative action to ensure that applicants are employed, and that employees are treated during employment, without regard to their race, color, religion, sex, sexual orientation, gender identity, or national origin.

—Executive Order 11246 as amended, September 24, 1965

What was the main purpose of this executive order?

- A To expand protections in hiring decisions
- B To guarantee a minimum wage for employees
- C To provide corporate tax cuts to companies
- D To provide on-the-job training for new workers

*Correct Answer (A)

Analysis of Assessed Standards

Cluster	Civil Rights
Subcluster	Congress
Content	Readiness
Process	US.29(A)
Stimulus	

Data Analysis

Item	State	Local
A*	84	
B	8	
C	2	
D	6	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

IQ Analysis | Investigating the Question

US.9(A)

RC 1

<p>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</p> <p>OLD US.9(A) trace the historical development of the civil rights movement in the 19th, 20th, and 21st centuries, including the 13th, 14th, 15th, and 19th amendments</p>	Analysis of Assessed Standards													
<p>2019 – Q12</p> <p>During Reconstruction the Thirteenth, Fourteenth, and Fifteenth Amendments were ratified. Which issue did these amendments address?</p> <p>F Rights for women</p> <p>G Readmission of states to the Union</p> <p>H Rights for former slaves</p> <p>J Presidential impeachment proceedings</p>	Cluster	Civil Rights												
	Subcluster	Constitution												
	Content	Readiness												
	Process													
	Stimulus													
	Data Analysis		Item	State										
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 2px;">F</td><td style="text-align: center; padding: 2px;">17</td><td style="text-align: center; padding: 2px;"></td></tr> <tr> <td style="text-align: center; padding: 2px;">G</td><td style="text-align: center; padding: 2px;">5</td><td style="text-align: center; padding: 2px;"></td></tr> <tr> <td style="text-align: center; padding: 2px;">H*</td><td style="text-align: center; padding: 2px;">73</td><td style="text-align: center; padding: 2px;"></td></tr> <tr> <td style="text-align: center; padding: 2px;">J</td><td style="text-align: center; padding: 2px;">5</td><td style="text-align: center; padding: 2px;"></td></tr> </table>	F	17		G	5		H*	73		J	5		
F	17													
G	5													
H*	73													
J	5													
<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 (H)

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

OLD US.21(A) analyze the effects of landmark U.S. Supreme Court decisions, including Brown v. Board of Education, and other U.S. Supreme Court decisions such as Plessy v. Ferguson, Hernandez v. Texas, Tinker v. Des Moines, Wisconsin v. Yoder, and White v. Regester

2019 – Q49

But it taxes our credulity to say that mere chance resulted in their [sic] being no members of this class among the over six thousand jurors called in the past 25 years. The result bespeaks discrimination, . . . [Hernandez's] only claim is the right to be indicted and tried by juries from which all members of his class are not systematically excluded—juries selected from among all qualified persons regardless of national origin or descent. To this much, he is entitled by the Constitution.

—Chief Justice Earl Warren, Hernandez v. Texas, May 3, 1954

How did this Supreme Court decision affect judicial interpretations of the Constitution?

- A By expanding equal protection rights
- B By eliminating due process protections
- C By limiting free expression
- D By expanding the right of religious freedom

*Correct Answer (A)

Analysis of Assessed Standards

Cluster	Civil Rights
Subcluster	Courts
Content	Readiness
Process	US.29(B)
Stimulus	

Data Analysis

Item	State	Local
A*	75	
B	11	
C	5	
D	8	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

<p>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</p> <p>OLD US.21(A) analyze the effects of landmark U.S. Supreme Court decisions, including Brown v. Board of Education, and other U.S. Supreme Court decisions such as Plessy v. Ferguson, Hernandez v. Texas, Tinker v. Des Moines, Wisconsin v. Yoder, and White v. Regester</p>	Analysis of Assessed Standards	
2018 – Q36	Cluster	Civil Rights
	Subcluster	Courts
	Content	Readiness
	Process	
	Stimulus	
Data Analysis		
	Item	State
	F	8
	G	21
	H*	63
*Correct Answer (H)	J	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		

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

		Analysis of Assessed Standards	
US.10(E) describe significant societal issues of this time period such as the War on Drugs and the AIDS epidemic		Cluster	1970s - End of the Cold War
OLD US.10(F) describe significant societal issues of this time period		Subcluster	Cultural and Social Factors
2019 – Q1		Content	Supporting
<p>Someone asked me if I wanted to make a New Year's wish, and I said yes—and it was that I'd like to see every young person in the world join the "Just Say No" . . . club. Well, just the fact that Congress has proclaimed "Just Say No Week" and in light of all the activities taking place, it seems that my wish is well on its way to coming true. I'm so proud of all the young people, the parents, the citizens in cities and towns across the Nation, the Government, and everyone else who's helping to create what I believe is the final solution to this problem. . . .</p> <p style="text-align: center;"><i>—First Lady Nancy Reagan, May 20, 1986</i></p>		Process	US.29(B)
		Stimulus	
Data Analysis			
Item	State	Local	
A*	96		
B	1		
C	1		
D	1		
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.10(E) describe significant societal issues of this time period such as the War on Drugs and the AIDS epidemic</p> <p>OLD US.10(F) describe significant societal issues of this time period</p>	Analysis of Assessed Standards															
<p>2018 – Q9</p> <p>9</p> <div style="border: 1px solid black; padding: 10px;"> <p>Tonight I want to have an unpleasant talk with you about a problem that is unprecedented in our history. With the exception of preventing war, this is the greatest challenge that our country will face during our lifetime. . . . It's a problem that we will not be able to solve in the next few years, and it's likely to get progressively worse through the rest of this century. . . . The oil and natural gas that we rely on for 75 percent of our energy are simply running out. In spite of increased effort, domestic production has been dropping steadily at about 6 percent a year. Imports have doubled in the last 5 years. . . . Unless profound changes are made to lower oil consumption, we now believe that early in the 1980s the world will be demanding more oil than it can produce.</p> <p><i>—President Jimmy Carter, address to the nation, April 18, 1977</i></p> </div>	<p>Cluster 1970s - End of the Cold War</p> <p>Subcluster Cultural and Social Factors</p> <p>Content Supporting</p> <p>Process US.29(B)</p> <p>Stimulus</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 style="text-align: center;">10</td> <td></td> </tr> <tr> <td style="text-align: center;">B</td> <td style="text-align: center;">5</td> <td></td> </tr> <tr> <td style="text-align: center;">C</td> <td style="text-align: center;">3</td> <td></td> </tr> <tr> <td style="text-align: center;">D*</td> <td style="text-align: center;">82</td> <td></td> </tr> </tbody> </table>	Item	State	Local	A	10		B	5		C	3		D*	82	
Item	State	Local														
A	10															
B	5															
C	3															
D*	82															
<p>Which course of action did President Carter propose in order to solve this problem for the next generation?</p> <p>A Contract with foreign nations to build wind turbines</p> <p>B Reduce federal spending on solar cell energy research</p> <p>C Drill fewer offshore wells to conserve marine life</p> <p>D Develop alternative energy sources</p> <p>*Correct Answer (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>															

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)

OLD 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 of Tariffs and Trade (GATT), and the North American Free Trade Agreement (NAFTA)

2019 – Q60

Let us unite in committing the resources of this Nation to a major new endeavor, an endeavor that in this Bicentennial Era we can appropriately call "Project Independence."

Let us set as our national goal, in the spirit of Apollo, with the determination of the Manhattan Project, that by the end of this decade we will have developed the potential to meet our own energy needs without depending on any foreign energy sources.

—President Richard Nixon, address to the nation, November 7, 1973

Which situation caused President Nixon to introduce this project?

- F** The fall of Saigon
- G** The OPEC oil embargo
- H** The Iraqi invasion of oil fields in Kuwait
- J** The illegal sale of weapons to Iran

*Correct Answer (G)

Analysis of Assessed Standards

Cluster	1970s - End of the Cold War
Subcluster	Economic Factors
Content	Readiness
Process	US.29(B)
Stimulus	

Data Analysis

Item	State	Local
F	10	
G*	66	
H	16	
J	8	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

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)

OLD **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 of Tariffs and Trade (GATT), and the North American Free Trade Agreement (NAFTA)

! 2018 – Q42

- 42** These gasoline rationing stamps were printed beginning in January 1974, but were never used.



Source: Library of Congress, Prints and Photographs Division

Which situation led the U.S. government to print these coupons?

- F** The economic collapse of the Soviet Union caused by increased defense spending
- G** A shortage of consumer goods following the end of a global conflict
- H** Economic deflation caused by increased trade globalization
- J** An embargo organized by the Organization of Petroleum Exporting Countries

*Correct Answer (J)

Analysis of Assessed Standards

Cluster	1970s - End of the Cold War
Subcluster	Economic Factors
Content	Readiness
Process	US.29(H)
Stimulus	

Data Analysis

Item	State	Local
F	8	
G	24	
H	13	
J*	54	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

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

OLD **US.28(B)** explain how space technology and exploration improve the quality of life

2018 – Q45

45



Which industry is most responsible for these quality-of-life improvements?

- A** Communications
- B** Aerospace
- C** Medical research
- D** Transportation

***Correct Answer (B)**

Analysis of Assessed Standards

Cluster	1970s - End of the Cold War
Subcluster	Economic Factors
Content	Supporting
Process	US.29(H)
Stimulus	

Data Analysis

Item	State	Local
A	14	
B*	81	
C	3	
D	2	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

IQ Analysis | Investigating the Question

US.10(C)

RC 1

		Analysis of Assessed Standards	
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			
OLD US.10(D) describe U.S. involvement in the Middle East such as support for Israel, the Camp David Accords, the Iran-Contra Affair, Marines in Lebanon, and the Iran Hostage Crisis			
2019 – Q52			
<p>For decades, the United States and ____? have maintained strong bilateral relations based on a number of factors, including robust domestic U.S. support for ____? and its security; shared strategic goals in the Middle East; a mutual commitment to democratic values; and historical ties dating from U.S. support for the creation of ____? in 1948. U.S. foreign aid has been a major component in cementing and reinforcing these ties.</p>			
The name of which Middle Eastern country correctly completes the excerpt?			
F Egypt G Israel H Kuwait J Saudi Arabia			
*Correct Answer (G)			
		Data Analysis	
		Item	State
		F	10
		G*	47
		H	27
		J	16
Error Analysis		Learning from Mistakes Instructional Implications	
<input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early			

<p>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</p> <p>OLD US.11(A) describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf War, the Balkans Crisis, 9/11, and the global War on Terror</p>	Analysis of Assessed Standards																																										
<p>2018 – Q41</p> <p>41</p> 																																											
<p>How did this treaty contribute to the end of the Cold War?</p> <p>A By reducing tensions associated with the threat of nuclear war</p> <p>B By providing an exchange of weapons for war hostages</p> <p>C By allowing secret weapons technologies to be shared</p> <p>D By establishing an official cease-fire</p> <p>* Correct Answer (A)</p>	<table border="1"> <tr> <td>Cluster</td><td>1970s - End of the Cold War</td></tr> <tr> <td>Subcluster</td><td>Foreign Affairs</td></tr> <tr> <td>Content</td><td>Readiness</td></tr> <tr> <td>Process</td><td>US.29(H)</td></tr> <tr> <td>Stimulus</td><td></td></tr> <tr> <td colspan="2">Data Analysis</td></tr> <tr> <th>Item</th><th>State</th><th>Local</th></tr> <tr> <td>A*</td><td>75</td><td></td></tr> <tr> <td>B</td><td>7</td><td></td></tr> <tr> <td>C</td><td>4</td><td></td></tr> <tr> <td>D</td><td>14</td><td></td></tr> <tr> <td colspan="3">Error Analysis</td></tr> <tr> <td colspan="2"><input type="checkbox"/> Guessing</td><td><input type="checkbox"/> Mixed Up Concepts</td></tr> <tr> <td colspan="2"><input type="checkbox"/> Careless Error</td><td><input type="checkbox"/> Stopped Too Early</td></tr> <tr> <td colspan="3">Learning from Mistakes</td></tr> <tr> <td colspan="3">Instructional Implications</td></tr> </table>	Cluster	1970s - End of the Cold War	Subcluster	Foreign Affairs	Content	Readiness	Process	US.29(H)	Stimulus		Data Analysis		Item	State	Local	A*	75		B	7		C	4		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		
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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

OLD **US.17(D)** identify actions of government and the private sector such as the Great Society, affirmative action, and Title IX to create economic opportunities for citizens and analyze the unintended consequences of each

2018 – Q61

- 61** Which action is prohibited under provisions of Title IX of the Education Amendments of 1972?
- A** A principal refuses to organize athletic events and programs for female sports teams.
 - B** The funding for a music program is cut because of declining tax revenues.
 - C** A teacher attempts to organize a charity basketball game for faculty and students.
 - D** The staffing for a foreign language class is reduced due to lack of interest.

Analysis of Assessed Standards

Cluster	1970s - End of the Cold War
Subcluster	Political Factors
Content	Supporting
Process	
Stimulus	

Data Analysis

Item	State	Local
A*	71	
B	10	
C	6	
D	13	

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.18(C)

RC 3

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

OLD US.19(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

2019 – Q25

The credibility gap during the Vietnam War

+

?

Loss of trust in the federal government

Which option completes this diagram?

- A President Richard Nixon's involvement in Watergate
- B The proposed ratification of the Equal Rights Amendment
- C President Jimmy Carter's negotiation of the Camp David Accords
- D The introduction of the Marshall Plan as official foreign policy

Analysis of Assessed Standards

Cluster	1970s - End of the Cold War
Subcluster	Political Factors
Content	Supporting
Process	US.29(B)
Stimulus	

Data Analysis

Item	State	Local
A*	80	
B	5	
C	6	
D	8	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

*Correct Answer (A)

<p>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</p> <p>OLD US.19(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</p>	Analysis of Assessed Standards															
2018 – Q51	Cluster 1970s - End of the Cold War Subcluster Political Factors Content Supporting Process Stimulus															
<p>51 What was the reaction of many Americans to the Watergate scandal?</p> <ul style="list-style-type: none"> A Confidence in the presidential selection process B Support for the containment of communism C Discontent over the antiwar and civil rights protests D Cynicism about government and elected politicians 	Data Analysis <table border="1" data-bbox="1101 517 1509 728"> <thead> <tr> <th>Item</th> <th>State</th> <th>Local</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>8</td> <td></td> </tr> <tr> <td>B</td> <td>11</td> <td></td> </tr> <tr> <td>C</td> <td>13</td> <td></td> </tr> <tr> <td>D*</td> <td>68</td> <td></td> </tr> </tbody> </table>	Item	State	Local	A	8		B	11		C	13		D*	68	
Item	State	Local														
A	8															
B	11															
C	13															
D*	68															
<p>*Correct Answer (D)</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> Learning from Mistakes Instructional Implications															

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

<p>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</p> <p>OLD US.11(A) describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf War, the Balkans Crisis, 9/11, and the global War on Terror</p>	Analysis of Assessed Standards															
2019 – Q37	Cluster 1990s - 21st Century Subcluster Foreign Affairs Content Readiness Process Stimulus															
	Data Analysis <table border="1" data-bbox="1095 559 1509 804"> <thead> <tr> <th>Item</th><th>State</th><th>Local</th></tr> </thead> <tbody> <tr> <td>A</td><td>22</td><td></td></tr> <tr> <td>B</td><td>20</td><td></td></tr> <tr> <td>C*</td><td>48</td><td></td></tr> <tr> <td>D</td><td>10</td><td></td></tr> </tbody> </table>	Item	State	Local	A	22		B	20		C*	48		D	10	
Item	State	Local														
A	22															
B	20															
C*	48															
D	10															
<p>Why did the United States fight in the Persian Gulf War?</p> <p>A Iraq needed help resisting a communist revolution.</p> <p>B Iraq supplied weapons to al-Qaeda terrorists.</p> <p>C Iraq invaded and occupied Kuwait.</p> <p>D Iraq financed the Soviet invasion of Afghanistan.</p> <p>*Correct Answer (C)</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>Learning from Mistakes Instructional Implications</p>															

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	Cluster	1990s - 21st Century
2018 – Q52	Subcluster	Foreign Affairs
52	Content	Readiness
	Process	US.29(B)
	Stimulus	
	Data Analysis	
	Item	State
	F*	90
	G	3
	H	3
	J	4
*Correct Answer (F)	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)

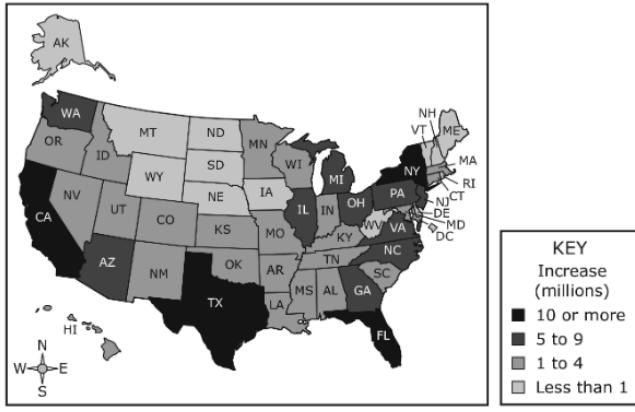
RC 2

US.13(B) analyze the causes and effects of changing demographic patterns resulting from immigration to the United States

OLD **US.13(B)** analyze the causes and effects of changing demographic patterns resulting from legal and illegal immigration to the United States

 2019 – Q59

Increase in Total Population by State,
1900–2000 (millions)



Which factor best explains the population change in California, Texas, and Florida during this time period?

- A An increase in the number of coal-mining jobs
- B Fewer environmental protection laws
- C A lack of a sales tax on consumer goods
- D An increase in the number of economic opportunities

*Correct Answer (D)

Analysis of Assessed Standards

Cluster	1990s - 21st Century
Subcluster	Geography and Culture
Content	Readiness
Process	US.29(H)
Stimulus	

Data Analysis

Item	State	Local
A	8	
B	3	
C	5	
D*	84	

Error Analysis

- Guessing Mixed Up Concepts
 Careless Error Stopped Too Early

Learning from Mistakes
Instructional Implications

<p>US.14(A) identify the effects of population growth and distribution on the physical environment OLD US.14(A) identify the effects of population growth and distribution on the physical environment</p>	<p>Analysis of Assessed Standards</p>															
<p>2019 – Q35</p> <p>Over the course of the 20th century, the composition of the labor force shifted from industries dominated by primary production occupations, such as farmers and foresters, to those dominated by professional, technical, and service workers.</p> <p>—Donald M. Fisk, "American Labor in the 20th Century," Fall 2001</p>	<table border="1"> <tr> <td>Cluster</td><td>1990s - 21st Century</td></tr> <tr> <td>Subcluster</td><td>Geography and Culture</td></tr> <tr> <td>Content</td><td>Readiness</td></tr> <tr> <td>Process</td><td>US.29(B)</td></tr> <tr> <td>Stimulus</td><td></td></tr> </table>	Cluster	1990s - 21st Century	Subcluster	Geography and Culture	Content	Readiness	Process	US.29(B)	Stimulus						
Cluster	1990s - 21st Century															
Subcluster	Geography and Culture															
Content	Readiness															
Process	US.29(B)															
Stimulus																
<p>How have these shifts affected the physical environment?</p> <p>A Water shortages occurred as more people moved to rural areas. B Air pollution levels increased as the government decreased regulations. C Cropland eroded as farmers used outdated agricultural techniques. D Cities grew in size as previously used farmland was absorbed into urban areas.</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>4</td><td></td></tr> <tr> <td>B</td><td>16</td><td></td></tr> <tr> <td>C</td><td>11</td><td></td></tr> <tr> <td>D*</td><td>68</td><td></td></tr> </tbody> </table> <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>	Item	State	Local	A	4		B	16		C	11		D*	68	
Item	State	Local														
A	4															
B	16															
C	11															
D*	68															
<p>*Correct Answer (D)</p>	<p>Learning from Mistakes Instructional Implications</p>															

US.14(A) identify the effects of population growth and distribution on the physical environment		Analysis of Assessed Standards		
OLD US.14(A) identify the effects of population growth and distribution on the physical environment				
 2018 – Q19	19	Cluster	1990s - 21st Century	
		Subcluster	Geography and Culture	
		Content	Readiness	
		Process	US.29(B)	
		Stimulus		
		Data Analysis		
		Item	State	Local
		A	7	
		B	6	
		C	5	
		D*	81	
		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.25(C) explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture

OLD US.26(C) explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture

2018 – Q63

63

Lacrosse gained popularity . . . in the mid-nineteenth century . . . [in] the urban areas of New York, Philadelphia, and especially Baltimore and Annapolis. Advent of the synthetic stick and conversion of the field to a hockey-like box . . . in the 1930s made lacrosse even more popular. . . . Sporadically disappearing and reappearing, today the old native game enjoys a record following. Organized professional leagues have surfaced during the past two decades, and college intramural and varsity lacrosse, which have long thrived in the northeast, are established at state universities across the South and West.

—Anthony Aveni, Colonial Williamsburg Journal, 2010

A student could use this excerpt in a paper about the —

- A challenges of preserving American Indian traditional clothing
- B movement to reform American Indian schools
- C contributions of American Indians to U.S. culture
- D pressure on American Indians to assimilate

*Correct Answer (C)

Analysis of Assessed Standards

Cluster	1990s - 21st Century
Subcluster	Geography and Culture
Content	Readiness
Process	US.29(B)
Stimulus	

Data Analysis

Item	State	Local
A	4	
B	9	
C*	80	
D	7	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

<p>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</p> <p>OLD US.10(E) describe the causes and key organizations and individuals of the conservative resurgence of the 1980s and 1990s, including Phyllis Schlafly, the Contract with America, the Heritage Foundation, the Moral Majority, and the National Rifle Association</p>	Analysis of Assessed Standards															
<p>2019 – Q61</p> <p style="text-align: center;">Republican Political Plan for the 1994 Election</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <ul style="list-style-type: none"> • Drafted by Republicans led by Representative Newt Gingrich of Georgia • Specified legislation to be passed once the House of Representatives was controlled by Republicans • Promised conservative economic and political reforms </div>	Cluster 1990s - 21st Century Subcluster Political Issues Content Supporting Process US.29(B) Stimulus															
<p>What did congressional Republicans call this political plan?</p> <p>A The New Frontier</p> <p>B The Great Society</p> <p>C The Return to Normalcy</p> <p>D The Contract with America</p> <p>*Correct Answer (D)</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: center;">State</th> <th style="text-align: center;">Local</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;">A</td> <td style="text-align: center;">25</td> <td></td> </tr> <tr> <td style="text-align: left;">B</td> <td style="text-align: center;">30</td> <td></td> </tr> <tr> <td style="text-align: left;">C</td> <td style="text-align: center;">28</td> <td></td> </tr> <tr> <td style="text-align: left;">D*</td> <td style="text-align: center;">17</td> <td></td> </tr> </tbody> </table> 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>	Item	State	Local	A	25		B	30		C	28		D*	17	
Item	State	Local														
A	25															
B	30															
C	28															
D*	17															

<p>US.11(B) identify significant social and political issues such as health care, immigration, and education from different viewpoints across the political spectrum</p> <p>OLD US.11(B) identify significant social and political advocacy organizations, leaders, and issues across the political spectrum</p>	Analysis of Assessed Standards				
2019 – Q21	Cluster	1990s - 21st Century			
What was the primary goal of the 2009 Affordable Care Act?	Subcluster	Political Issues			
A To eliminate state medical programs	Content	Supporting			
B To expand access to health insurance	Process				
C To nationalize medical care for the elderly	Stimulus				
D To ease restrictions on healthcare providers					
Data Analysis					
	Item	State	Local		
	A	2			
	B*	82			
	C	9			
	D	7			
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.19(B)

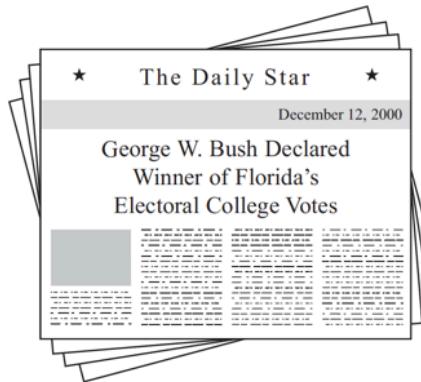
RC 3

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

OLD US.20(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

! 2018 – Q25

25



What role did the Supreme Court play in this declaration?

- A The court ruled Florida's use of butterfly ballots violated the Equal Protection Clause.
- B The court ruled on the constitutionality of the vote recount in Florida.
- C The court determined that campaign contributions are forms of free speech.
- D The court ruled that requiring literacy tests to vote was unconstitutional.

*Correct Answer (B)

Analysis of Assessed Standards

Cluster	1990s - 21st Century
Subcluster	Political Issues
Content	Readiness
Process	US.29(H)
Stimulus	

Data Analysis

Item	State	Local
A	12	
B*	62	
C	15	
D	11	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

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

OLD **US.24(B)** evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Barry Goldwater, Sandra Day O'Connor, and Hillary Clinton



2019 – Q11

Which government positions were held by Hillary Clinton?

A

- Supreme Court Justice
- President of the United States

B

- First Lady of the United States
- Secretary of State

C

- Speaker of the House of Representatives
- U.S. Senator from New York

D

- U.S. Attorney General
- Governor of Arkansas

*Correct Answer (B)

Analysis of Assessed Standards

Cluster	1990s - 21st Century
Subcluster	Political Issues
Content	Supporting
Process	US.29(B)
Stimulus	

Data Analysis

Item	State	Local
A	3	
B*	75	
C	19	
D	3	

Error Analysis

- Guessing Mixed Up Concepts
 Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

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

OLD US.24(B) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Barry Goldwater, Sandra Day O'Connor, and Hillary Clinton

2018 – Q34

34



Who is the recipient of this award?

- F** Frances Perkins
- G** Hillary Clinton
- H** Sandra Day O'Connor
- J** Barbara Jordan

*Correct Answer (H)

Analysis of Assessed Standards

Cluster	1990s - 21st Century
Subcluster	Political Issues
Content	Supporting
Process	US.29(H)
Stimulus	

Data Analysis

Item	State	Local
F	8	
G	13	
H*	68	
J	10	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

<p>US.24(C) identify and analyze the global diffusion of American culture through various media OLD US.25(D) analyze the global diffusion of American culture through the entertainment industry via various media</p>	Analysis of Assessed Standards		
	Cluster	1990s - 21st Century	
	Subcluster	The Economy, Policies, and the Impact of Technology	
	Content	Supporting	
	Process		
	Stimulus		
Data Analysis			
	Item	State	Local
	A*	74	
	B	14	
	C	6	
	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)			

IQ Analysis | Investigating the Question

US.26(B)

RC 4

<p>US.26(B) explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine</p> <p>OLD US.27(B) explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine, including vaccines</p>	Analysis of Assessed Standards	
2019 – Q15	Cluster	1990s - 21st Century
Which situation is an example of a person using technology initially designed for the military?	Subcluster	The Economy, Policies, and the Impact of Technology
<p>A A teenager pumps gasoline into a new car.</p> <p>B A man uses a credit card to pay for new purchases.</p> <p>C A pediatrician vaccinates patients against polio.</p> <p>D A woman uses a Global Positioning System to navigate around town.</p>	Content	Supporting
	Process	
	Stimulus	
Data Analysis		
	Item	State
	A	4
	B	2
	C	13
Correct Answer (D)	D	81
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>US.26(C) describe the effect of technological innovations in the workplace such as assembly line manufacturing and robotics</p> <p>OLD US.27(C) understand the impact of technological and management innovations and their applications in the workplace and the resulting productivity enhancements for business and labor such as assembly line manufacturing, time-study analysis, robotics, computer management, and just-in-time inventory management</p>	Analysis of Assessed Standards																
<p>2019 – Q53</p> <p>Why would a company invest in a time-study analysis?</p>	Cluster 1990s - 21st Century Subcluster The Economy, Policies, and the Impact of Technology Content Readiness Process Stimulus																
<p>A To diversify the workforce</p> <p>B To improve efficiency</p> <p>C To reduce the amount of goods in storage</p> <p>D To improve relations with inventory suppliers</p> <p>*Correct Answer (B)</p>	Data Analysis <table border="1" data-bbox="1101 665 1509 876"> <thead> <tr> <th>Item</th><th>State</th><th>Local</th></tr> </thead> <tbody> <tr> <td>A</td><td>7</td><td></td></tr> <tr> <td>B*</td><td>78</td><td></td></tr> <tr> <td>C</td><td>5</td><td></td></tr> <tr> <td>D</td><td>10</td><td></td></tr> </tbody> </table>	Item	State	Local	A	7		B*	78		C	5		D	10		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
Item	State	Local															
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B*	78																
C	5																
D	10																

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

OLD US.28(A) analyze how scientific discoveries, technological innovations, and the application of these by the free enterprise system, including those in transportation and communication, improve the standard of living in the United States

2018 – Q43

43

In the future there will be tele-medicine, where you can operate on someone somewhere else in the world. I don't think that's far-fetched science fiction anymore. I think that I'll see that in my lifetime.

—Dr. Michael Palese, Mount Sinai Hospital,
New York, 2012

Innovations in which industry will most likely make this kind of surgery possible?

- A** Robotics
- B** Aeronautics
- C** Chemistry
- D** Nursing

*Correct Answer (A)

Analysis of Assessed Standards

Cluster	1990s - 21st Century
Subcluster	The Economy, Policies, and the Impact of Technology
Content	Readiness
Process	US.29(B)
Stimulus	

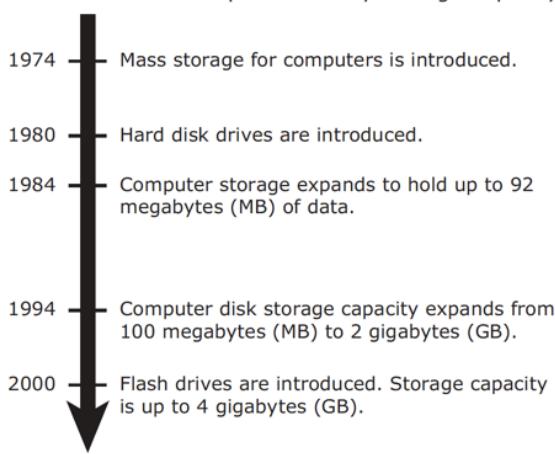
Data Analysis

Item	State	Local
A*	70	
B	12	
C	5	
D	13	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

<p>US.27(B) describe how the free enterprise system drives technological innovation and its application in the marketplace such as cell phones, inexpensive personal computers, and global positioning products</p> <p>OLD US.28(C) understand how the free enterprise system drives technological innovation and its application in the marketplace such as cell phones, inexpensive personal computers, and global positioning products</p>	Analysis of Assessed Standards																									
<p>2018 – Q4</p>	Cluster 1990s - 21st Century Subcluster The Economy, Policies, and the Impact of Technology Content Supporting Process US.29(H) Stimulus																									
<p>4</p> <p>The Evolution of Computer Memory Storage Capacity</p>  <table border="1"> <tr> <td>1974</td> <td>Mass storage for computers is introduced.</td> </tr> <tr> <td>1980</td> <td>Hard disk drives are introduced.</td> </tr> <tr> <td>1984</td> <td>Computer storage expands to hold up to 92 megabytes (MB) of data.</td> </tr> <tr> <td>1994</td> <td>Computer disk storage capacity expands from 100 megabytes (MB) to 2 gigabytes (GB).</td> </tr> <tr> <td>2000</td> <td>Flash drives are introduced. Storage capacity is up to 4 gigabytes (GB).</td> </tr> </table>	1974	Mass storage for computers is introduced.	1980	Hard disk drives are introduced.	1984	Computer storage expands to hold up to 92 megabytes (MB) of data.	1994	Computer disk storage capacity expands from 100 megabytes (MB) to 2 gigabytes (GB).	2000	Flash drives are introduced. Storage capacity is up to 4 gigabytes (GB).	Data Analysis <table border="1"> <thead> <tr> <th>Item</th> <th>State</th> <th>Local</th> </tr> </thead> <tbody> <tr> <td>F</td> <td>7</td> <td></td> </tr> <tr> <td>G</td> <td>9</td> <td></td> </tr> <tr> <td>H</td> <td>3</td> <td></td> </tr> <tr> <td>J*</td> <td>80</td> <td></td> </tr> </tbody> </table> 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>	Item	State	Local	F	7		G	9		H	3		J*	80	
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J*	80																									
<p>Which conclusion about the U.S. economy is most supported by the information on this time line?</p> <p>F Government regulations prompted companies to develop alternative production techniques.</p> <p>G Decreased globalization prompted companies to innovate and improve existing products.</p> <p>H Decreased demand for new technology forced producers to reduce manufacturing costs.</p> <p>J Marketplace competition drove producers to innovate and improve products.</p> <p>*Correct Answer (J)</p>	Learning from Mistakes Instructional Implications																									

IQ Analysis Investigating the Question		SE	RC																																									
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