

4. Over time, there has been conflict between the president and Congress over their roles in domestic policy making. Develop an argument as to whether the president or Congress should have more power over domestic policy making.

Use at least one piece of evidence from one of the following foundational documents:

- *Federalist* No. 51
- *Federalist* No. 70
- Article I of the United States Constitution

In your response, you should do the following:

- ✓ Respond to the prompt with a defensible claim or thesis that establishes a line of reasoning.
- ✓ Support your claim with at least TWO pieces of specific and relevant evidence.
 - One piece of evidence must come from one of the foundational documents listed above.
 - A second piece of evidence can come from any other foundational document not used as your first piece of evidence or it may be from your knowledge of course concepts.
- ✓ Use reasoning to explain why your evidence supports your claim or thesis.
- ✓ Respond to an opposing or alternate perspective using refutation, concession, or rebuttal.

Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.

Question 4: Argument Essay**6 points**

Reporting Category	Scoring Criteria	
Row A Claim/Thesis (0–1 points)	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a defensible claim or thesis that establishes a line of reasoning.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: <ul style="list-style-type: none"> Only restate the prompt. Do not make a claim that responds to the prompt. 	Responses that earn this point: <ul style="list-style-type: none"> Respond to the prompt rather than restating or rephrasing the prompt and establish a line of reasoning. Provide a defensible claim or thesis that establishes a line of reasoning regarding whether the president or Congress should have more power over domestic policy making.
	Examples that do not earn this point: Restate the prompt <ul style="list-style-type: none"> <i>“The president should have more power over domestic policy making.”</i> Do not respond to the prompt <ul style="list-style-type: none"> <i>“Congress was stronger than the presidency in the nineteenth century.”</i> 	Examples that earn this point: <ul style="list-style-type: none"> <i>“The president should have more power because presidents are more effective leaders.”</i> <i>“Presidents should have more power over domestic policy making and they are better equipped for the role.”</i> <i>“Congress should have more power because its decisions reflect the will of the majority.”</i> <i>“Congress should have more power over domestic policy making since members are the directly elected representatives of the people.”</i>
	Additional Notes: <ul style="list-style-type: none"> The claim or thesis must consist of one or more sentences that may be located anywhere in the response. A claim or thesis that meets the criteria can be awarded the point whether or not the rest of the response successfully supports that line of reasoning. 	

Reporting Category	Scoring Criteria			
Row B Evidence (0–3 points)	0 points Does not meet the criteria for one point.	1 point Provides one piece of evidence that is <u>relevant to the topic</u> of the prompt.	2 points Uses <u>one</u> piece of specific and relevant evidence to <u>support the claim or thesis</u> . OR Provides two pieces of evidence that are relevant to the topic of the prompt.	3 points Uses <u>two</u> pieces of specific and relevant evidence to <u>support the claim or thesis</u> .
Decision Rules and Scoring Notes				
Responses that do not earn points: <ul style="list-style-type: none">Do not provide any accurate evidence.Provide evidence that is not relevant to the topic.	Responses that earn 1 point: <ul style="list-style-type: none">Must provide one piece of evidence relevant to the topic of the prompt. This evidence can come from one of the foundational documents listed in the prompt, any other foundational document, or from knowledge of course concepts.	Responses that earn 2 points: <ul style="list-style-type: none">Provide one piece of specific and relevant evidence that supports the claim or thesis. OR <ul style="list-style-type: none">Must provide two pieces of evidence relevant to the topic of the prompt. This evidence can come from one of the foundational documents listed in the prompt, any other foundational document, or from knowledge of course concepts.	Responses that earn 3 points: <ul style="list-style-type: none">Provide two pieces of specific and relevant evidence that support the claim or thesis. One of these pieces of evidence must come from a foundational document listed in the prompt. The other piece of evidence can come from a different foundational document or from knowledge of course concepts.	
Examples that do not earn points: Provide evidence that is not specific <ul style="list-style-type: none">“Federalist No. 51 was written by James Madison.” Provide evidence that is not relevant to the topic of the prompt <ul style="list-style-type: none">“The Articles of Confederation were adopted before the U.S. Constitution.”	Examples of evidence that are relevant to the <u>topic</u> of the prompt: <ul style="list-style-type: none">“The president has the power to appoint cabinet officials who oversee the bureaucracy.”“The Congress has the power to determine the national budget.”“Federalist No. 51 discusses the need for a government that checks the ambition of individuals.”“Federalist No. 70 discusses the role of the executive.”“Article I lists the enumerated powers of Congress.” Examples of acceptable specific and relevant evidence that support the claim or thesis (one example is one piece of evidence): <ul style="list-style-type: none">“Presidents and Vice-Presidents are the only elected officials that represent all Americans.”“Through iron triangles, Congress can collaborate with the bureaucracy and interest groups.”“In Federalist No. 51, Madison writes that one branch cannot become too powerful.”“In Federalist No. 70, Hamilton writes that only a unified executive brings energy and safety to the nation.”“Article I of the Constitution gives Congress significant power over domestic policy making, including the power to pass laws and to approve the budget.”			
Additional Notes: <ul style="list-style-type: none">To earn one or two points in Row B, the response does not need to have earned the point for claim/thesis in Row A.To earn three points in Row B, the response must have a defensible claim/thesis (earned the point in Row A).To earn three points in Row B, the response must use one of the foundational documents listed in the prompt.				

Reporting Category	Scoring Criteria	
Row C Reasoning	0 points Does not meet the criteria for one point.	1 point Uses reasoning (classification, process, causation or comparison) to explain how or why the evidence supports an argument relevant to the prompt.
(0–1 points)	Decision Rules and Scoring Notes	
	Responses that do not earn this point: <ul style="list-style-type: none"> • Include evidence but offer no reasoning to connect the evidence to the claim or thesis. • Restate the prompt without explaining how the evidence supports the claim or thesis. 	Responses that earn this point: <ul style="list-style-type: none"> • Explain the relationship between the evidence provided and an argument. Examples of reasoning that explains how the evidence supports the claim or thesis: <ul style="list-style-type: none"> • <i>“Informal powers give the president the ability to make policies quickly, so the president should have more power over domestic policy making.”</i> • <i>“The founders were concerned that, without a strong presidency, the national government would not be able to lead the nation during times of domestic crisis and disorder. This is why they wanted a strong executive.”</i> • <i>“Senate rules that require a supermajority ensure that the policymaking process produces some level of consensus, so Congress should have more power over domestic policy making.”</i> • <i>“Congress is the closest to the citizens, and a strong executive will interfere with the ability of Congress to establish policies that meet the needs of citizens.”</i>
	Additional Notes: <ul style="list-style-type: none"> • To earn this point, the response must have provided at least one piece of specific and relevant evidence. • The explanation of the relationship between one piece of evidence and a well reasoned argument relevant to the prompt is sufficient to earn this point. 	

Reporting Category	Scoring Criteria	
Row D Responds to Alternate Perspectives	0 points Does not meet the criteria for one point.	1 point Responds to an opposing or alternate perspective using rebuttal or refutation.
(0–1 points)	Decision Rules and Scoring Notes	
	Responses that do not earn this point: <ul style="list-style-type: none"> Restate the opposite of the claim or thesis. May identify or describe an alternate perspective but do not rebut or refute that perspective. Rebut or refute a foundational document rather than an alternate perspective. 	Responses that earn this point: <ul style="list-style-type: none"> Must describe an alternate perspective AND rebut or refute that perspective.
	Examples of responses that do not earn the point: Restate the opposite of the claim or thesis <ul style="list-style-type: none"> <i>“Presidents should not have more power when it comes to domestic policy making.”</i> Describe an alternate perspective but do not rebut or refute that perspective <ul style="list-style-type: none"> <i>“On the other hand, some people might argue that presidents should have more power in domestic policymaking because they can make quick decisions.”</i> 	Examples of acceptable responses to an alternate perspective may include: <ul style="list-style-type: none"> <i>“Representation is important, and while members of Congress represent districts and states, only the president represents all Americans.”</i> <i>“Some people might argue that Congress is better for domestic policy making because it better represents the people, but better representation could result in Congressional gridlock and slow down the policy making process.”</i> <i>“The president might make policy quicker, but Congress’s slower process is actually better because it allows for more voices to be heard.”</i> <i>“While some might argue it is better for the president to lead on domestic policy making because the president has direct access to the resources of the federal government, this ignores the fact that without proper checks, the presidency can use those resources to threaten liberty and states’ rights.”</i>
	Additional Notes <ul style="list-style-type: none"> To earn this point, the response must have a defensible claim or thesis (earned the point in Row A). Responses that demonstrate an incorrect understanding of the alternate perspective do not earn this point. 	