

4. The federal government and the states each play an important role in public education. Take a position on whether the federal government or the states are more effective in ensuring educational opportunities for all students.

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

- Fourteenth Amendment of the United States Constitution
- Tenth Amendment of the United States Constitution
- 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 preceding foundational documents.
 - 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 about whether the federal government or the states are more effective in ensuring educational opportunities for all students.
	Examples that do not earn this point: Restate the prompt <ul style="list-style-type: none"> <i>“There is a debate about whether the federal or state governments should ensure educational equality.”</i> Do not respond to the prompt <ul style="list-style-type: none"> <i>“There are times when states do things that help their citizens out better than the national government.”</i> 	Examples that earn this point: <ul style="list-style-type: none"> <i>“The federal government is more effective at ensuring educational opportunities for all students because the federal government has more resources to address issues of inequality than do individual states.”</i> <i>“The federal government is more effective at ensuring educational opportunities for all students because it can create national policies that apply to all the states.”</i> <i>“State governments are more effective at ensuring educational opportunities for all students because states are closer to citizens and can develop solutions to fit the particular issues that affect the states.”</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> .	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">Provide one piece of evidence relevant to the topic of the prompt.May or may not have a claim or thesis.	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. 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"><i>“Parts of the Constitution support the idea that the federal government is more important than state governments.”</i> Provide evidence that is not relevant to the topic of the prompt <ul style="list-style-type: none"><i>“State governments share some powers with the federal government.”</i>	Examples of evidence that are relevant to the <u>topic</u> of the prompt: <ul style="list-style-type: none">Equal protection clauseLaboratories of democracyReserved powersCivil Rights ActTitle IX<i>Brown v. Board of Education</i>	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"><i>“The federal government can make national laws like Title IX of the Education Amendments Act to ensure that there is not discrimination on the basis of sex in educational policy.”</i><i>“States are useful as testing grounds for various policies that might provide equal access to educational opportunities prior to the federal government passing a national law.”</i> Examples of acceptable specific and relevant evidence from the foundational documents that support the claim or thesis (one example is one piece of evidence): <ul style="list-style-type: none"><i>“The Federal government could use the equal protection clause of the Fourteenth Amendment to require equal treatment in educational policy.”</i><i>“The reserved powers under the Tenth Amendment reserves the power to determine educational policy to the states.”</i><i>“Article I of the Constitution gives Congress the power to pass legislation that addresses education at the national level.”</i>	
	Additional Notes: <ul style="list-style-type: none">To earn two or three points in Row B, the response must have a defensible claim or thesis (earned the point in Row A).To earn three points, 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 Explains how or why the evidence supports the claim or thesis.
(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 the claim or thesis. Examples of reasoning that explain how the evidence supports the claim or thesis: <ul style="list-style-type: none"> • <i>“If a law passed by a state yields excellent results, that policy can be adopted by other states that believe it will also work for them, and it can also be adopted by the federal government.”</i> • <i>“The equal protection clause of the Fourteenth Amendment has been used as a basis for the federal government to pass laws such as the Civil Rights Act of 1964 which has been remarkably effective in addressing equality issues.”</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) and support that argument with at least one piece of specific and relevant evidence (earned at least two points in Row B). • The explanation of the relationship between one piece of evidence and the claim or thesis is sufficient to earn this point. 	

Reporting Category	Scoring Criteria	
Row D Responds to Alternate Perspectives (0–1 points)	0 points Does not meet the criteria for one point.	1 point Responds to an opposing or alternate perspective using refutation, concession, or rebuttal.
	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 refute, concede, or rebut that perspective. Refute a foundational document rather than an alternate perspective to the provided claim or thesis. 	Responses that earn this point: <ul style="list-style-type: none"> Must describe an alternate perspective AND refute, concede, or rebut 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>“Some argue that states’ rights should take priority.”</i> Describe an alternate perspective but do not refute, concede, or rebut that perspective <ul style="list-style-type: none"> <i>“Some people say that the federal government is better at ensuring educational equality but that is just flat out wrong.”</i> 	Examples of acceptable responses to an alternate perspective may include: <ul style="list-style-type: none"> <i>“Some might argue that the federal government is more effective because it has greater resources, but federal laws are ‘one size fits all’ and might not always address the specific needs of states and communities.”</i> <i>“While some argue that states are better suited to ensure educational equality because they are better equipped to meet local needs, state governments also have a long history of discrimination against minorities through Jim Crow laws and other segregationist policies, which requires the federal government to establish uniform policy to ensure equality in education across the states.”</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. 		