

# American Government Test Specifications

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## Introduction

The American Government Test Specifications provide an overview of the structure and content of Ohio’s State Test for American Government. This overview includes a description of the test design as well as information on the types of items that appear on the test. A test blueprint is included that identifies the range and distribution of points grouped into various reporting categories. The specifications also provide specific guidelines for the development of all items used for Ohio’s American Government test. This document is intended to be a resource not only for item writers and test designers, but also for Ohio educators and other stakeholders who are interested in a deeper understanding of the test.

## General Description of the Test

In 2018, Ohio’s revised Learning Standards for Social Studies were approved by the State Board of Education. Test items are based on these standards starting in the Fall 2020 administration. Additional supports are provided in the Model Curriculum.

The test is administered in two parts to measure performance on the standards and to provide instructional data to teachers and administrators.

## Test Design

In order to provide flexibility in test administration for school districts, the structure of the test will consist of two parts. Both parts of the test are fixed forms that are administered in an online format. (For paper-based tests (including those for students with an IEP or 504 plan that specifies a paper-based accommodation), the items will be modified so they can be scanned and scored electronically or hand-scored.) After the student has completed both parts of the test, his or her scores will be combined to yield a comprehensive view of the student’s performance.

## Test Blueprint

The following test blueprint displays the distribution of the content standards across the two parts of the test and categories for reporting test results.

| <b>American Government</b>                        |                           |                                       |                               |   |
|---|---------------------------|---------------------------------------|-------------------------------|---|
| <b>Reporting Categories</b>                       | <b>Content Statements</b> | <b>Reporting Category Point Range</b> | <b>Total Test Point Range</b> | <b>Total Test DOK Point Range</b>         |
| <b>Founding Documents*</b>                        |                           | 17-19                                 | 53-55                         | DOK 1: 3-13<br>DOK 2: 35-47<br>DOK 3: 3-8 |
| Basic Principles of the U.S. Constitution         | 6, 8, 9, 10, 11           |                                       |                               |   |
| Ohio's State and Local Governments                | 16                        |                                       |                               |   |
| <b>Principles and Structure</b>                   |                           | 21-23                                 |                               |   |
| Civic Participation and Skills                    | 3, 4                      |                                       |                               |   |
| Basic Principles of the U.S. Constitution         | 5, 7                      |                                       |                               |   |
| Structure and Functions of the Federal Government | 12, 13                    |                                       |                               |   |
| Role of the People                                | 14, 15                    | 13-15                                 |                               |   |
| <b>Ohio/Policy/Economy</b>                        |                           |                                       |                               |   |
| Ohio's State and Local Governments                | 17                        |                                       |                               |   |
| Public Policy                                     | 18, 19                    |                                       |                               |   |
| Government and the Economy                        | 20, 21                    |                                       |                               |   |

\*20% of the value of the test must be based on Founding Documents

## Description of Stimulus and Item Types

Stimulus types associated with discrete items or tasks may include:

- Document excerpts and other texts
- Photographs and illustrations
- Graphs
- Charts
- Data tables
- Maps
- Timelines

An **Evidence-Based Set** is a group of several questions, typically 3-5, associated to one or more common stimuli. Evidence-based sets allow students to work with primary and secondary source materials to show deep understanding of social studies topics. The questions in these sets will assess a range of skills and content in the content statements.

## Item Format and Interaction Types

Ohio's State Tests are composed of items containing one or several interaction types. An interaction type is the manner in which a response to an item is provided. The items on each test are computer-delivered response items that require students to interact with test content to select, construct, and/or support their responses. These interaction types are designed to assess deep levels of understanding.

Currently, there are eight interaction types that may appear on a computer-based test:

- Selectable Hot Text (HT)
- Table Matching (MI)
- Multiple Choice (MC)
- Multi-Select (MS)
- Evidence-Based Selected Response (EBSR)
- Grid (GI)
- Inline Choice (IC)
- Multi-Interaction

These interaction types can stand alone or be combined to create an item. When used together, they will create Evidence-Based Selected Response Items and Multi-Interaction items.

For paper-based tests (including those for students with an IEP or 504 plan that specifies a paper-based accommodation), the items will be modified so they can be scanned and scored electronically or hand-scored.

See the table below for a description of each item type. For examples of each interaction described, see the item type tutorials at <http://oh.portal.airast.org/resources/student-tutorials-and-tools-spr/>.

| <b>Item Type</b>                     | <b>Description</b>   |
|--------------------------------------|--|
| <b>Selectable Hot Text Item (HT)</b> | Excerpted material from the text is presented in this interaction type. When the student hovers over certain words, phrases, or sentences, the options become highlighted. This indicates that the text is selectable (“hot”). The student can then click on an option to select it. Once the text is selected the highlighting remains. |
| <b>Table Matching Item (MI)</b>      | The student checks a box to indicate whether information from a column header matches information from a row header.   |
| <b>Multiple Choice Item (MC)</b>     | The student selects the correct answer from among four options.  |
| <b>Multi-Select Item (MS)</b>        | The student is directed to select a certain number of correct answers from among a number of options. These items are different from multiple-choice items, which allow the student to select only one correct answer.   |

| Item Type  | Description  |
|--|--|
| <p><b>Evidence-Based Selected Response Item (EBSR)</b></p> | <p>The student is directed to answer a Part A and Part B of a single item. The two parts are composed of the same or different interaction types. These items are worth a total of 2 points. For full credit (2 pts.), a correct response must be provided for Part A and Part B. For partial credit (1 pt.), a correct response must be provided for Part A. Partial credit is not awarded if the answer in Part A is incorrect even if the student answers Part B correctly.</p> |
| <p><b>Grid Item (GI)</b></p>                               | <p>The student may select numbers, words, phrases, or images to display their response. The student may also use the drag-and-drop feature to place objects into a response area. This interaction type may also require the student to use the point, line, or arrow tools to create a response on a graph or gridded area.</p>   |
| <p><b>Inline Choice Item (IC)</b></p>                      | <p>Given a sentence, paragraph, or table, the student clicks a blank box embedded within a sentence or table, which reveals a drop-down menu containing options for completing a sentence or table. The student then selects an option from the drop-down menu to respond.</p>   |
| <p><b>Multi-Interaction Item</b></p>                       | <p>The student is directed to answer two or more parts. The parts are composed of the same or different interaction types. The item is worth a minimum of 2 points and the points are not part dependent.</p>  |

# Depth of Knowledge

Each test item is assigned a Depth of Knowledge (DOK) level. Descriptions of the three DOK levels from Karin Hess are provided below.

## ***Level 1 Recall of Information***

Level 1 asks students to recall facts, terms, concepts, trends, generalizations and theories or to recognize or identify specific information contained in graphics. This level generally requires students to identify, list, or define. The items at this level usually ask the student to recall who, what, when and where. Items that require students to “describe” and “explain” could be classified at Level 1 or 2 depending on what is to be described and explained. A Level 1 “describe or explain” would recall, recite or reproduce information. Items that require students to recognize or identify specific information contained in maps, charts, tables, graphs or drawings are generally Level 1.

## ***Level 2 Basic Reasoning***

Level 2 includes the engagement of some mental processing beyond recalling or reproducing a response. This level generally requires students to contrast or compare people, places, events and concepts; convert information from one form to another; give an example; classify or sort items into meaningful categories; describe, interpret or explain issues and problems, patterns, reasons, causes and effect, significance or impact, relationships, points of view or processes. A Level 2 “describe or explain” would require students to go beyond a description or explanation of recalled information to describe or explain a result or “how” or “why.”

## ***Level 3 Complex Reasoning***

Level 3 requires reasoning, using evidence, and a higher level of thinking than the previous two levels. Students would go beyond explaining or describing “how or why” to justifying the “how and why” through application and evidence. The cognitive demands at Level 3 are more complex and more abstract than Levels 1 or 2. Items at Level 3 include drawing conclusions; citing evidence; applying concepts to new situations; using concepts to solve problems; analyzing similarities and differences in issues and problems; proposing and evaluation solutions to problems; recognizing and explaining misconceptions or making connections across time and place to explain a concept or big idea.

Excerpt from “Applying Webb’s Depth-of-Knowledge (DOK) Levels in Social Studies” by Karin K. Hess. Copyright © 2005 Karin Hess, National Center for Assessment, Dover, NH. Used with permission.

## Specific Guidelines for Item Development

The section that follows provides guidance for item writers on writing test questions for each content statement.

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| <b>Standard/Content Statement</b>      | This section contains the essential knowledge to be learned within each course and serves as the basis for classroom and statewide assessments.   |
| <b>Content Elaboration</b>             | This section, from the Model Curriculum, contains information and illustrations for the teacher and is designed to clarify, support, and extend understanding of the standards. This section also gives detailed explanations of the knowledge and skills represented in the standards. |
| <b>Expectations for Learning</b>       | This section, from the Model Curriculum, contains statements that specify what students should know and be able to do; these can provide guidance for how students may be assessed.   |
| <b>Content limits/notes</b>            | This section describes limits or notes that apply to any item aligned to the standard/content statement.  |
| <b>Depth of Knowledge limits/notes</b> | This section describes limits or notes on the depth of knowledge designation of items written to the standard/content statement.  |
| <b>Sample item stems</b>               | This section shows several sample item stems aligned to this standard/content statement.  |

**Standard/Content Statement:**

1. Opportunities for civic engagement within the structures of government are made possible through political and public policy processes.
2. Political parties, interest groups, and the media provide opportunities for civic involvement through various means.

These Standards will not be assessed. These standards support the service learning and senior projects component of the Theme for this course.

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| <b>Standard/Content Statement</b>      | 3. Issues can be analyzed through the critical use of credible sources.  |
| <b>Content Elaboration</b>             | <p>Researching a civic issue involves determining which sources of information are relevant to the task, identifying the perspective or position of each source, and evaluating the credibility of the sources. Considerations involved with determining the credibility of sources and/or media outlets include:</p> <ul style="list-style-type: none"> <li>• the qualifications/reputation of the writer and/or organization;</li> <li>• the circumstances in which the source material was generated;</li> <li>• internal consistency and agreement with other credible sources;</li> <li>• use of supporting evidence and logical conclusions; and</li> <li>• evidence of bias or unstated assumptions.</li> </ul> |
| <b>Expectations for Learning</b>       | Identify the factors that determine the credibility of a source and evaluate the credibility of a given source.  |
| <b>Content limits/notes</b>            | <p>The content to be assessed is drawn from the concepts contained in the Content Statement, Content Elaboration, and Expectations for Learning sections and the Test Specifications.</p> <p>Items may use qualifiers (e.g., “most”, “most likely”) as appropriate when evaluating credibility.</p> <p>Distractor options may be based on a misunderstanding of the concepts and can be drawn from other standards/content statements.</p> <p>Potential content-relevant vocabulary includes: media outlet, credible, critical, bias, logical, internal consistency, unstated assumptions, civic issue, perspective/position, qualifications.</p>  |
| <b>Depth of Knowledge limits/notes</b> | DOK levels 1-3 will be assessed, unless otherwise noted.   |
| <b>Sample item stems</b>               | <ul style="list-style-type: none"> <li>• Which source would be most relevant to the author’s claim?</li> <li>• What two sources lack credibility due to potential bias?</li> <li>• How does the author’s experience as a state legislator enhance the credibility of his argument?</li> </ul>  |

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| <b>Standard/Content Statement</b>      | 4. The processes of persuasion, compromise, consensus building, and negotiation contribute to the democratic process.   |
| <b>Content Elaboration</b>             | <p>The focus of this standard is on the group dynamics and interpersonal skills involved in decision making. This complements the focus of other content statements on the formal procedures and institutions of governing. The democratic process depends on these skills for effective functioning. These skills are studied and assessed within a real-world context as a collective, interdependent group as opposed to isolated techniques. For example, negotiation may involve persuasion and lead to compromise.</p> <p>While these skills are presented in the abstract here, students examine them in the context of the rest of the course. No specialized or technical understanding of these terms is required; common definitions are sufficient for examining the contributions these skills make to the democratic process.</p> |
| <b>Expectations for Learning</b>       | Explain how persuasion, compromise, consensus building, and negotiation help the democratic process and achieve agreement and settle differences in governing.  |
| <b>Content limits/notes</b>            | <p>The content to be assessed is drawn from the concepts contained in the Content Statement, Content Elaboration, and Expectations for Learning sections and the Test Specifications.</p> <p>Presented contextual scenarios are limited to government- or civics-related issues.</p> <p>Items should be written with the awareness of potential overlap between the different processes and that the terms are not mutually exclusive.</p> <p>Items may give scenarios where multiple correct responses or processes are appropriate.</p> <p>Distractor options may be based on a misunderstanding of the concepts and can be drawn from other standards/content statements.</p> <p>Potential content-relevant vocabulary includes: democratic process, persuasion, compromise, consensus building, negotiation.</p>                            |
| <b>Depth of Knowledge limits/notes</b> | DOK levels 1-3 will be assessed, unless otherwise noted.  |
| <b>Sample item stems</b>               | <ul style="list-style-type: none"> <li>• What action taken by the Senate leader is an example of consensus building?</li> <li>• Select <b>two</b> scenarios that demonstrate the process of compromise.</li> <li>• In which section of the speech does the president attempt to persuade those who disagree with him?</li> </ul>  |

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| <b>Standard/Content Statement</b> | 5. As the supreme law of the land, the U.S. Constitution incorporates basic principles that help define the government of the United States as a federal republic including its structure, powers, and relationship with the governed.   |
| <b>Content Elaboration</b>        | <p>Basic principles which help define the government of the United States include:</p> <ul style="list-style-type: none"> <li>• popular sovereignty;</li> <li>• limited government;</li> <li>• federalism;</li> <li>• separation of powers; and</li> <li>• checks and balances.</li> </ul> <p>Popular sovereignty is the principle that governmental authority is derived from the people. Under this principle, the government governs with the consent of the governed.</p> <p>The principle of limited government holds that a government can only exercise the powers granted to it. Government must be conducted according to the rule of law.</p> <p>Federalism is a system in which power is divided between a national and state governments. Under the U.S. Constitution, this principle is reflected in the division of powers between the national government and the states.</p> <p>The principle of separation of powers requires a distribution of governmental powers among independent branches. Each of the branches has a specific field of authority and unique set of responsibilities within the operation of the government.</p> <p>Checks and balances constitute a system for controlling government power. Under this principle, each branch of government possesses the ability to restrain certain actions of the other branches.</p> |
| <b>Expectations for Learning</b>  | Explain in context one of the basic principles which help define the government of the United States.  |
| <b>Content limits/notes</b>       | <p>The content to be assessed is drawn from the concepts contained in the Content Statement, Content Elaboration, and Expectations for Learning sections and the Test Specifications.</p> <p>Items will not assess prior knowledge of any contextual documents that may be presented (e.g., the Bill of Rights, Declaration of Independence).</p> <p>Items typically provide excerpts or scenarios to give necessary context.</p> <p>Items should be written with the awareness of the possible overlap between concepts and avoid asking specifics about historical circumstances (e.g. Articles of Confederation).</p> <p>Items may ask about the principle of checks and balances in terms of a negative outcome (action restrained/struck down) or the balance of positive or negative outcomes (ability to</p>  |

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|  | <p>uphold or strike down), but should not focus only on positive outcomes (action upheld/affirmed).</p> <p>Distractor options may be based on a misunderstanding of the concepts and can be drawn from other standards/content statements.</p> <p>Potential content-relevant vocabulary includes: popular sovereignty, limited government, federalism, separation of powers, checks and balances, rule of law, consent of the governed, authority, restrain (government).</p> |
| <b>Depth of Knowledge limits/notes</b> | DOK levels 1-3 will be assessed, unless otherwise noted.  |
| <b>Sample item stems</b>               | <ul style="list-style-type: none"> <li>• Which basic principle of American government is illustrated through the president’s decision in this scenario?</li> <li>• Select <b>two</b> amendment excerpts that expanded the principle of popular sovereignty.</li> <li>• Select the boxes to distinguish between provisions of the U.S. Constitution that describe checks and balances and provisions that describe federalism.</li> </ul>                                      |

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| <b>Standard/Content Statement</b> | 6. The Federalist Papers and the Anti-Federalist Papers framed the national debate over the basic principles of government encompassed by the Constitution of the United States and led to the adoption of the Bill of Rights.   |
| <b>Content Elaboration</b>        | <p>The supporters of the ratification of the Constitution became known as Federalists and the opponents as Anti-Federalists. The Federalist Papers and the Anti-Federalist Papers discussed key principles of government as they related to the circumstances of that time.</p> <p>Federalists argued:</p> <ul style="list-style-type: none"> <li>• for Constitutional ratification;</li> <li>• for the supremacy of the national government;</li> <li>• for more powers to be given to the national government to address weaknesses of the Articles of Confederation (e.g., no power to tax and no national executive or judicial branches); and</li> <li>• for the "necessary and proper" and "supremacy" clauses.</li> </ul> <p>Anti-Federalist argued:</p> <ul style="list-style-type: none"> <li>• against Constitutional ratification;</li> <li>• for supremacy of the state governments;</li> <li>• for the need of a national bill of rights to protect citizens from the powers of national government; and</li> <li>• against the "necessary and proper" and "supremacy" clauses.</li> </ul> <p>The Constitution was ratified and the Anti-Federalists achieved success with the limitations on government by the adoption of the Bill of Rights.</p> |
| <b>Expectations for Learning</b>  | Identify Federalist and Anti-Federalist viewpoints using excerpts from the Federalist and/or Anti-Federalist Papers.   |
| <b>Content limits/notes</b>       | <p>The content to be assessed is drawn from the concepts contained in the Content Statement, Content Elaboration, and Expectations for Learning sections and the Test Specifications.</p> <p>Items will not assess prior knowledge of the views or works of individual Federalists or Anti-Federalists.</p> <p>Items may assess knowledge of Federalist or Anti-Federalist viewpoints in isolation, or in comparison to one another. Items may focus on the successes of both Federalists and Anti-Federalists.</p> <p>Distractor options may be based on a misunderstanding of the concepts and can be drawn from other standards/content statements.</p> <p>Potential content-relevant vocabulary includes: Federalists, Anti-Federalists, ratification, supremacy, necessary and proper, Articles of Confederation, limited government, federalism.</p>   |

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| <b>Depth of Knowledge limits/notes</b> | DOK levels 1-3 will be assessed, unless otherwise noted.   |
| <b>Sample item stems</b>               | <ul style="list-style-type: none"><li>• Select the boxes to distinguish between Federalist and Anti-Federalist quotations.</li><li>• What would be an Anti-Federalist counterargument to Madison’s main point in the excerpt?</li><li>• Which statement articulates an argument made by Federalists during the ratification debates?</li></ul> |

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| <b>Standard/Content Statement</b> | 7. Constitutional government in the United States has changed over time as a result of amendments to the U.S. Constitution, Supreme Court decisions, legislation and informal practices.  |
| <b>Content Elaboration</b>        | <p>The operations of government in the United States take place within a framework provided by the U.S. Constitution. However, the U.S. Constitution has been amended, interpreted, and implemented in a variety of ways.</p> <p>The processes for formally amending the U.S. Constitution are outlined in the document. Constitutional amendments have added to, modified, replaced and/or voided provisions of the original document and previous amendments.</p> <p>The U.S. Supreme Court, in deciding cases brought before it, has frequently interpreted provisions of the U.S. Constitution to clarify and extend their meaning. With its power of judicial review, the Supreme Court has also declared actions of the branches and of the states to be unconstitutional. The U.S. Congress, in creating legislation, has provided details which build upon the framework of the Constitution. For example, civil rights acts and voting rights acts have provided specific directions to promote constitutional principles.</p> <p>Informal practices also have changed how constitutional government has been implemented in the United States. These practices are related to provisions in the Constitution, but venture into areas not specifically addressed in the Constitution. For example, legislative oversight of the executive branch grew in part out of Congress' need for information to help draft new legislation.</p> |
| <b>Expectations for Learning</b>  | Select an example of how constitutional government in the United States has changed the meaning and application of any one of the basic principles which help define the government of the United States and explain the nature of the change.  |
| <b>Content limits/notes</b>       | <p>The content to be assessed is drawn from the concepts contained in the Content Statement, Content Elaboration, and Expectations for Learning sections and the Test Specifications.</p> <p>Students may be responsible for knowing several forms of informal practices.</p> <p>Items should not focus on sorting ways as formal or informal, as categories are not universally agreed on.</p> <p>Items should not focus on specific details of the different pathways for the Constitution to be amended.</p> <p>Distractor options may be based on a misunderstanding of the concepts and can be drawn from other standards/content statements.</p> <p>Potential content-relevant vocabulary includes: judicial review, informal practice, formal practice, implement, oversight, amending, draft (legislation), modify (in context).</p>  |

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| <b>Depth of Knowledge limits/notes</b> | DOK levels 1-3 will be assessed, unless otherwise noted.   |
| <b>Sample item stems</b>               | <ul style="list-style-type: none"><li>• Which congressional action represents an informal practice not specifically prescribed by the Constitution?</li><li>• Select <b>two</b> Supreme Court rulings that clarified the meaning of this amendment.</li><li>• Which of the amendments shown voided the main provision of an earlier amendment?</li></ul> |

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| <b>Standard/Content Statement</b>      | 8. The Bill of Rights was drafted to ensure the protection of civil liberties of the people and place limits on the federal government.   |
| <b>Content Elaboration</b>             | <p>The protection of civil liberties and limits on the federal government found in the Bill of Rights include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• freedoms guaranteed by the First Amendment: religion, assembly, press, petition, speech;</li> <li>• the right to bear arms;</li> <li>• no unreasonable search and seizure, no warrants without probable cause;</li> <li>• no self-incrimination, protection against double jeopardy;</li> <li>• right to speedy and public trial by an impartial jury, right to be informed of the charges, the right to confront one's accuser(s), the right to counsel;</li> <li>• no cruel or unusual punishment; and,</li> <li>• any power not given to the federal government is given to the states or the people.</li> </ul>                                     |
| <b>Expectations for Learning</b>       | Apply the protections of the Bill of Rights in a given scenario.  |
| <b>Content limits/notes</b>            | <p>The content to be assessed is drawn from the concepts contained in the Content Statement, Content Elaboration, and Expectations for Learning sections and the Test Specifications.</p> <p>Items will not require the recall of provisions of an amendment by number, except for the First Amendment as listed.</p> <p>Items may ask about the application of the principles of the Bill of Rights in a given scenario both in terms of rights being violated or rights being upheld or affirmed.</p> <p>Distractor options may be based on a misunderstanding of the concepts and can be drawn from other standards/content statements.</p> <p>Potential content-relevant vocabulary includes: Bill of Rights, bear arms, probable cause, warrants, search and seizure, double jeopardy, rights of the accused, right to due process</p> |
| <b>Depth of Knowledge limits/notes</b> | DOK levels 1-3 will be assessed, unless otherwise noted.  |
| <b>Sample item stems</b>               | <ul style="list-style-type: none"> <li>• Select the <b>three</b> scenarios where freedoms guaranteed by the First Amendment have been violated.</li> <li>• Which limitation on the federal government’s power was violated by the lower court’s action?</li> <li>• Which protection found in the Bill of Rights allows the state government to take the described action?</li> </ul>  |

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| <b>Standard/Content Statement</b>      | 9. The constitutional amendments known collectively as the Reconstruction Amendments extended new constitutional protections to African Americans, though the struggle to fully achieve equality would continue.   |
| <b>Content Elaboration</b>             | <p>The new constitutional protections extended under the Reconstruction Amendments include:</p> <ul style="list-style-type: none"> <li>• abolishing slavery;</li> <li>• defining and extending citizenship to all persons born or naturalized in the U.S.;</li> <li>• prohibiting the states from denying due process and equal protection of the law to all persons; and</li> <li>• preventing the denial of voting rights based on race, color, or previous condition of servitude.</li> </ul> <p>These amendments were originally designed to protect African Americans. However, they did not result in immediate equality. Jim Crow laws were enacted to enforce racial segregation until the mid-20th century.</p> <p>Application of these protections have been extended to other groups.</p> |
| <b>Expectations for Learning</b>       | <p>Analyze how the Reconstruction Amendments attempted to address African American inequality through the new constitutional protections.</p> <p>Explain the continued struggles faced by African Americans despite the passage of these amendments.</p>   |
| <b>Content limits/notes</b>            | <p>The content to be assessed is drawn from the concepts contained in the Content Statement, Content Elaboration, and Expectations for Learning sections and the Test Specifications.</p> <p>Items will not require the recall of provisions of an amendment by number.</p> <p>Items may extend to more current issues as long as a clear connection is made to the Reconstruction Amendments.</p> <p>Distractor options may be based on a misunderstanding of the concepts and can be drawn from other standards/content statements.</p> <p>Potential content-relevant vocabulary includes: Reconstruction Amendments, naturalize, due process, equal protection, servitude, Jim Crow laws, Civil War.</p>  |
| <b>Depth of Knowledge limits/notes</b> | DOK levels 1-3 will be assessed, unless otherwise noted.   |
| <b>Sample item stems</b>               | <ul style="list-style-type: none"> <li>• How did the Reconstruction Amendments change the criteria for citizenship in the United States?</li> <li>• What is one reason that the Reconstruction Amendments failed to result in immediate equality for African Americans?</li> </ul>   |

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|  | <ul style="list-style-type: none"><li>• What action was taken by state governments in the South to deny the rights guaranteed to African Americans by this amendment?</li></ul> |
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| <b>Standard/Content Statement</b>      | 10. Constitutional amendments have provided for civil rights such as suffrage for disenfranchised groups.  |
| <b>Content Elaboration</b>             | <p>Some amendments prohibited the denial of voting rights based on the following:</p> <ul style="list-style-type: none"> <li>• race, color, or previous condition of servitude;</li> <li>• age (18-20 year olds); and</li> <li>• gender.</li> </ul> <p>Poll taxes also limited voting rights for poor people although they were originally designed to keep African Americans from voting.</p>   |
| <b>Expectations for Learning</b>       | Explain how amendments have extended voting rights to disenfranchised groups.  |
| <b>Content limits/notes</b>            | <p>The content to be assessed is drawn from the concepts contained in the Content Statement, Content Elaboration, and Expectations for Learning sections and the Test Specifications.</p> <p>Items will not require the recall of provisions of an amendment by number.</p> <p>Items may ask about poll taxes and the 24th amendment (Standard/Content Statement 15), although they should not ask students to recall the amendment by number.</p> <p>Items may ask about the deeper impact of the constitutional amendments or the historical context which brought them about.</p> <p>Distractor options may be based on a misunderstanding of the concepts and can be drawn from other standards/content statements.</p> <p>Potential content-relevant vocabulary includes: poll tax, disenfranchised, servitude, suffrage.</p> |
| <b>Depth of Knowledge limits/notes</b> | DOK levels 1-3 will be assessed, unless otherwise noted.   |
| <b>Sample item stems</b>               | <ul style="list-style-type: none"> <li>• Select <b>three</b> groups of people who were given the right to vote through the passage of a constitutional amendment.</li> <li>• Why were poll taxes implemented?</li> <li>• How did the passage of this amendment provide for civil rights for a disenfranchised group?</li> </ul>  |

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| <b>Standard/Content Statement</b>      | 11. Constitutional amendments have altered provisions for the structure and functions of the federal government.   |
| <b>Content Elaboration</b>             | <p>The Framers of the Constitution created a method of presidential selection that reflected the nation's federal system of government. The president would be chosen based on electoral votes from the states. A candidate is required to win a majority of the total number of electoral votes in order to secure the presidency. Electoral votes are determined based upon the number of each state's representatives and senators.</p> <p>Some amendments have altered the procedures of the Electoral College:</p> <ul style="list-style-type: none"> <li>• Separate balloting for president and vice president was established to avoid a tie in electoral votes.</li> <li>• The District of Columbia was granted electoral votes.</li> </ul> <p>Other amendments have altered the functioning of government:</p> <ul style="list-style-type: none"> <li>• Presidential term limits.</li> <li>• Presidential succession and disability.</li> </ul> |
| <b>Expectations for Learning</b>       | Describe how constitutional amendments have changed the structure and function of the federal government with regard to the Electoral College and the U.S. Presidency.   |
| <b>Content limits/notes</b>            | <p>The content to be assessed is drawn from the concepts contained in the Content Statement, Content Elaboration, and Expectations for Learning sections and the Test Specifications.</p> <p>Items will not require the recall of provisions of an amendment by number. Items should focus more on the impact of the changes caused by the constitutional amendments and less on the historical circumstances that brought them about.</p> <p>Items should not ask students to distinguish between amendments that altered the structure of the federal government and those that altered the functions of the federal government.</p> <p>Distractor options may be based on a misunderstanding of the concepts and can be drawn from other standards/content statements.</p> <p>Potential content-relevant vocabulary includes: District of Columbia, succession, Electoral College, electoral votes, Framers, majority, disability.</p>                |
| <b>Depth of Knowledge limits/notes</b> | DOK levels 1-3 will be assessed, unless otherwise noted.   |
| <b>Sample item stems</b>               | <ul style="list-style-type: none"> <li>• Which restriction on the presidency was instituted through the passage of a constitutional amendment?</li> <li>• Select <b>two</b> amendment excerpts that describe changes to the procedures of the Electoral College.</li> </ul>  |

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|  | <ul style="list-style-type: none"><li>• Click on each blank box and select a phrase to complete the sentence about the Electoral College.</li></ul> |
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| <b>Standard/Content Statement</b> | 12. Law and public policy are created and implemented by three branches of government; each functions with its own set of powers and responsibilities.   |
| <b>Content Elaboration</b>        | <p>Laws are rules recognized as binding and enforced by a government. Public policy consists of institutional actions and procedures pursued by a government in carrying out its functions. Each of the three branches of government has a role related to law and the creation of public policy.</p> <p>Legislative Branch:</p> <ul style="list-style-type: none"> <li>• makes laws;</li> <li>• declares war; and</li> <li>• imposes taxes.</li> </ul> <p>Executive Branch:</p> <ul style="list-style-type: none"> <li>• enforces the law;</li> <li>• issues executive orders; and</li> <li>• appoints and receives ambassadors.</li> </ul> <p>Judicial Branch:</p> <ul style="list-style-type: none"> <li>• interprets the law;</li> <li>• hears cases with original jurisdiction; and</li> <li>• hears appeals from lower courts.</li> </ul>  |
| <b>Expectations for Learning</b>  | Compare the powers and responsibilities of each branch of government as they pertain to law and public policy.   |
| <b>Content limits/notes</b>       | <p>The content to be assessed is drawn from the concepts contained in the Content Statement, Content Elaboration, and Expectations for Learning sections and the Test Specifications.</p> <p>Items should not focus on the role of the president as commander in chief or the president’s power to recognize nations.</p> <p>Items may require a deeper understanding of each branch’s role in the lawmaking process and may draw on roles referenced in Standard/Content Statement 13 with regard to making laws and policy.</p> <p>Items should focus on the different powers and responsibilities and how they’re separated between the government branches, not on checks and balances interactions.</p> <p>Distractor options may be based on a misunderstanding of the concepts and can be drawn from other standards/content statements.</p> <p>Potential content-relevant vocabulary includes: Supreme Court, Congress, Senate, House of Representatives, public policy, original jurisdiction, appeals (avoid using appellate), ambassador, binding (in context).</p> |

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| <b>Depth of Knowledge limits/notes</b> | DOK levels 1-3 will be assessed, unless otherwise noted.  |
| <b>Sample item stems</b>               | <ul style="list-style-type: none"><li>• What power belongs to the judicial branch of the federal government?</li><li>• Select the boxes to associate each branch of government to its respective powers.</li><li>• Which branch of government enforces the law?</li><li>• What action can the president take to change public policy?</li></ul> |

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| <b>Standard/Content Statement</b> | 13. The political process creates a dynamic interaction among the three branches of government in addressing current issues.  |
| <b>Content Elaboration</b>        | <p>Current issues are addressed by all three branches of the government as they make public policy. The interactions among the branches range from instances where they work together in concert to instances involving the exercise of checks and balances.</p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>• legislative branch checking the executive: overrides vetoes, impeaches and removes civil officers, approves appointments and treaties;</li> <li>• legislative branch checking the judicial: impeaches and removes federal judges, proposes constitutional amendments;</li> <li>• executive branch checking the legislative: vetoes legislation;</li> <li>• executive branch checking the judicial: nominates federal judges, grants pardons and reprieves;</li> <li>• judicial branch checking the legislative: reviews and interprets the laws, declares acts unconstitutional; and</li> <li>• judicial branch checking the executive: reviews and interprets the laws, federal judges not subject to removal by president, declares executive acts unconstitutional.</li> </ul> <p>The interaction among the three branches of government is impacted by the following:</p> <ul style="list-style-type: none"> <li>• interest group involvement, e.g. proposing legislation, advocating rules, filing briefs;</li> <li>• political party control of the executive and legislative branches;</li> <li>• amount of public interest and nature of media coverage/commentary; and</li> <li>• informal relationships among the members of each branch.</li> </ul> |
| <b>Expectations for Learning</b>  | Use examples of checks and balances among two or three branches of the federal government to illustrate dynamic interactions.   |
| <b>Content limits/notes</b>       | <p>The content to be assessed is drawn from the concepts contained in the Content Statement, Content Elaboration, and Expectations for Learning sections and the Test Specifications.</p> <p>Items will not assess prior knowledge of any contextual scenario/example that may be presented.</p> <p>Items may ask about the exercise of checks and balances in terms of both a positive outcome (action upheld/affirmed) or negative outcome (action restrained/struck down), or the balance of both.</p>   |

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|  | <p>Items should not ask students about the specifics of lower courts or the federal budget process.</p> <p>Distractor options may be based on a misunderstanding of the concepts and can be drawn from other standards/content statements.</p> <p>Potential content-relevant vocabulary includes: judicial review, civil officer, executive actions, pardons, reprieves, dynamic interactions, public policy, Senate, House of Representatives.</p> |
| <b>Depth of Knowledge limits/notes</b> | DOK levels 1-3 will be assessed, unless otherwise noted.  |
| <b>Sample item stems</b>               | <ul style="list-style-type: none"> <li>• Which is an example of Congress checking the president?</li> <li>• Select <b>two</b> ways the judicial branch can check other branches of government.</li> <li>• Select the boxes to distinguish between judicial branch checks on presidential power and legislative branch checks on presidential power.</li> </ul>  |

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| <b>Standard/Content Statement</b> | 14. In the United States, people have rights that protect them from undue governmental interference. Rights carry responsibilities that help define how people use their rights and that require respect for the rights of others.   |
| <b>Content Elaboration</b>        | <p>People in the United States have claims to protection from government intrusion in certain aspects of their lives. These claims are called rights. The federal Bill of Rights not only enumerates many rights, but alludes to other unstated rights.</p> <p>Many of the rights held by American citizens protect the ability to participate in the political process, such as speech, press, assembly, petition, suffrage, and hold public office. The U.S. Supreme Court, in its interpretation of the 14th Amendment’s due process clause, has instituted the doctrine of incorporation meaning that most of the guarantees in the Bill of Rights also apply to state and local governments.</p> <p>There are general responsibilities of citizenship. They include respecting the rule of law, paying taxes and fees, and accepting responsibility for one’s actions. There also are responsibilities associated with the exercise of particular rights. Examples include:</p> <ul style="list-style-type: none"> <li>• right of free speech – engaging in civil discourse;</li> <li>• right to bear arms – receiving firearms training;</li> <li>• right to jury trial – serving on juries; and</li> <li>• right to vote – registering to vote and being informed on public issues.</li> </ul> <p>Citizenship also includes service to the nation which guarantees the rights of the people. This may include military service, community service and serving in public office. Individual rights are relative, not absolute. The exercise of rights must be balanced by the rights of others and by the common good.</p> |
| <b>Expectations for Learning</b>  | Explain how the fulfillment of civic responsibilities is related to the exercise of rights in the United States.   |
| <b>Content limits/notes</b>       | <p>The content to be assessed is drawn from the concepts contained in the Content Statement, Content Elaboration, and Expectations for Learning sections and the Test Specifications.</p> <p>Items will not require the recall of provisions of an amendment by number, except for the 14th Amendment as listed.</p> <p>Items may draw upon the Bill of Rights protections provided in Standard/Content Statement 8 and the process of incorporation from Standard/Content Statement 15.</p> <p>Items can ask about how specific civic responsibilities and rights are related but not why.</p> <p>Distractor options may be based on a misunderstanding of the concepts and can be drawn from other standards/content statements.</p>   |

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|  | Potential content-relevant vocabulary includes: civil discourse, relative, absolute, common good.   |
| <b>Depth of Knowledge limits/notes</b> | DOK levels 1-3 will be assessed, unless otherwise noted.  |
| <b>Sample item stems</b>               | <ul style="list-style-type: none"><li>• Which responsibility is directly related to the right to free speech?</li><li>• What right does serving on a jury help to protect?</li><li>• Select the boxes to match each right to its associated responsibility.</li></ul> |

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| <b>Standard/Content Statement</b>      | 15. Historically, the United States has struggled with majority rule and the extension of minority rights. As a result of this struggle, the government has increasingly extended civil rights to marginalized groups and broadened opportunities for participation.   |
| <b>Content Elaboration</b>             | <p>The U.S. Constitution guarantees rights to the people of the United States. Historically, despite those guarantees, various groups of people have been denied the ability to fully exercise their rights. Over time, the U.S. government has responded to public pressure to take action to ensure the free exercise of rights by all people and to protect their ability to participate in the processes of governing.</p> <p>For example, constitutional amendments guaranteed suffrage to women and eliminated poll taxes as a means of restricting African Americans from voting. The executive branch used troops to help integrate schools and brought charges against violators of open housing legislation. The legislative branch enacted a series of civil rights acts and voting rights acts. The U.S. Supreme Court, through the process of incorporation, has used the due process and equal protection clauses in the 14th Amendment to apply most of the federal Bill of Rights to the states.</p> |
| <b>Expectations for Learning</b>       | Identify an issue related to the denial of civil rights to a particular minority group and explain how at least one branch of the federal government helped to extend civil rights or opportunities for participation to that group of people.   |
| <b>Content limits/notes</b>            | <p>The content to be assessed is drawn from the concepts contained in the Content Statement, Content Elaboration, and Expectations for Learning sections and the Test Specifications.</p> <p>Items will not require the recall of provisions of an amendment by number, except for the 14th Amendment as listed. Items may ask about incorporation, due process, and equal protection with regard to the 14th Amendment.</p> <p>Items can reference legislation (e.g. Civil Rights Acts, Voting Rights Act) and Supreme Court cases, but should not ask students to recall specific details or provisions.</p> <p>Items should provide adequate context around issues and historical concepts.</p> <p>Distractor options may be based on a misunderstanding of the concepts and can be drawn from other standards/content statements.</p> <p>Potential content-relevant vocabulary includes: marginalized groups.</p>  |
| <b>Depth of Knowledge limits/notes</b> | DOK levels 1-3 will be assessed, unless otherwise noted.   |
| <b>Sample item stems</b>               | <ul style="list-style-type: none"> <li>• Select <b>two</b> ways the U.S. government has extended civil rights to marginalized groups.</li> <li>• How has the Supreme Court used the 14th Amendment to strengthen the application of the Bill of Rights?</li> <li>• Which example demonstrates how Congress can strengthen voting rights?</li> </ul>  |

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| <b>Standard/Content Statement</b> | 16. As a framework for the state, the Ohio Constitution has similarities and differences to the federal Constitution; it was changed in 1851 to address difficulties governing the state.  |
| <b>Content Elaboration</b>        | <p>Similarities between the Ohio and U.S. Constitutions:</p> <ul style="list-style-type: none"> <li>• separation of powers into three branches (executive, judicial, legislative);</li> <li>• checks and balances;</li> <li>• limited government;</li> <li>• bill of rights;</li> <li>• popular sovereignty; and</li> <li>• elections.</li> </ul> <p>Differences between the Ohio and U.S. Constitutions:</p> <p>Ohio Constitution</p> <ul style="list-style-type: none"> <li>• Citizens can directly vote on laws through initiative and referendum.</li> <li>• Judges are elected.</li> <li>• Legislators are term limited.</li> </ul> <p>U.S. Constitution</p> <ul style="list-style-type: none"> <li>• Legislators vote on laws for citizens.</li> <li>• Judges are appointed.</li> <li>• Legislators do not have term limits.</li> </ul> <p>In 1851 a new Ohio Constitution was written which made several changes to improve governing including:</p> <ul style="list-style-type: none"> <li>• Major executive officials and all judges were to be elected.</li> <li>• District courts were added.</li> <li>• Debt limitations were instituted.</li> </ul> |
| <b>Expectations for Learning</b>  | Compare the Ohio and U.S. Constitutions.   |
| <b>Content limits/notes</b>       | <p>The content to be assessed is drawn from the concepts contained in the Content Statement, Content Elaboration, and Expectations for Learning sections and the Test Specifications.</p> <p>Items should not ask about the content of the original Ohio Constitution and should focus on the changes made in the 1851 Constitution. Items should avoid asking about the specific reasons for changes to particular provisions.</p> <p>Although some judicial appointments occur in Ohio in specific circumstances, items should focus on how judges normally must stand for election and are not appointed positions.</p>   |

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|   | <p>Items should avoid asking about the specific roles and agencies of the different branches of government. The focus should be on the constitutional changes, similarities/differences, and shared principles.</p> <p>Distractor options may be based on a misunderstanding of the concepts and can be drawn from other standards/content statements.</p> <p>Potential content-relevant vocabulary includes: referendum, debt limits, initiative, term limits.</p> |
| <p><b>Depth of Knowledge limits/notes</b></p> | <p>DOK levels 1-3 will be assessed, unless otherwise noted.</p>   |
| <p><b>Sample item stems</b></p>               | <ul style="list-style-type: none"> <li>• How is the Ohio Constitution similar to the U.S. Constitution?</li> <li>• Select the boxes to distinguish between provisions of the Ohio and U.S. Constitutions.</li> <li>• Select <b>two</b> differences between the U.S. Constitution and the Ohio Constitution.</li> </ul>  |

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| <b>Standard/Content Statement</b>      | 17. Individuals in Ohio have a responsibility to assist state and local governments as they address relevant and often controversial problems that directly affect their communities.  |
| <b>Content Elaboration</b>             | <p>Ohioans can assist government in addressing problems affecting the state and local communities.</p> <p>Involvement at the state level can range from paying taxes to serving in the National Guard, running for state office, voting, and signing petitions to place issues on the ballot.</p> <p>Involvement at the local level can range from organizing civic activities to running for local office, attending meetings of local boards and commissions, joining community watch groups, and serving in a volunteer fire department.</p>  |
| <b>Expectations for Learning</b>       | Identify and explain roles that Ohio’s citizens can play in helping state and local government address problems facing their communities.  |
| <b>Content limits/notes</b>            | <p>The content to be assessed is drawn from the concepts contained in the Content Statement, Content Elaboration, and Expectations for Learning sections and the Test Specifications.</p> <p>Items will not assess prior knowledge of any contextual scenario/example that may be presented.</p> <p>Items should focus on the most direct action to take rather than asking the most effective.</p> <p>Distractor options may be based on a misunderstanding of the concepts and can be drawn from other standards/content statements.</p> <p>Potential content-relevant vocabulary includes: mayor, city council, local school board, township/trustee, county commissioner, General Assembly, constituent.</p> |
| <b>Depth of Knowledge limits/notes</b> | DOK levels 1-3 will be assessed, unless otherwise noted.   |
| <b>Sample item stems</b>               | <ul style="list-style-type: none"> <li>• What is an example of a citizen assisting his or her local government?</li> <li>• How can a citizen participate in government at the state level?</li> <li>• Select <b>two</b> examples of citizens volunteering at the local level.</li> </ul>   |

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| <b>Standard/Content Statement</b> | 18. A variety of entities within the three branches of government, at all levels, address public policy issues that arise in domestic and international affairs.  |
| <b>Content Elaboration</b>        | <p>Public policy issues are matters of discussion and debate related to the functions of government. They frequently revolve around problems the government is attempting to address and the projected consequences of public policy decisions.</p> <p>Examples of different levels and different branches of government addressing public policy issues include:</p> <ul style="list-style-type: none"> <li>• federal executive – the Department of State, which advises the president on foreign policy and directs activities of embassies in foreign countries;</li> <li>• federal legislative – the Congressional Budget Office, which provides analyses of economic and budgetary data</li> <li>• state legislative – the Ohio Legislative Service Commission, which assists in drafting legislation;</li> <li>• state judicial – the Ohio Courts of Common Pleas, which apply sentencing guidelines for convicted felons; and</li> <li>• local legislative/executive – county commissions, which determine and grant tax abatements.</li> </ul> <p>The complexity of public policy issues may involve multiple levels and branches of government. These levels and branches may engage in collaboration or conflict as they attempt to address public policy issues.</p> |
| <b>Expectations for Learning</b>  | Analyze a public policy issue in terms of collaboration or conflict among the levels of government involved and the branches of government involved.  |
| <b>Content limits/notes</b>       | <p>The content to be assessed is drawn from the concepts contained in the Content Statement, Content Elaboration, and Expectations for Learning sections and the Test Specifications.</p> <p>Items will not assess prior knowledge of any contextual scenario/example that may be presented.</p> <p>Items should focus more on scenarios/give sufficient context and not ask students to recall the specific agencies/responsibilities listed. Items may ask about issues where multiple agencies, branches, and levels of government are involved.</p> <p>Distractor options may be based on a misunderstanding of the concepts and can be drawn from other standards/content statements.</p> <p>Potential content-relevant vocabulary includes: foreign policy.</p> <p>Standard/Content Statement was not assessed from 2016-2020.</p>  |

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| <b>Depth of Knowledge limits/notes</b> | DOK levels 1-3 will be assessed, unless otherwise noted.  |
| <b>Sample item stems</b>               | <ul style="list-style-type: none"><li>• Which federal agency would be involved in addressing this situation?</li><li>• Which level and branch of government provides analysis of this data?</li><li>• Select <b>two</b> issues that would be addressed by the branches of state government.</li></ul> |

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| <b>Standard/Content Statement</b> | 19. Individuals and organizations play a role within federal, state and local governments in helping to determine public (domestic and foreign) policy.  |
| <b>Content Elaboration</b>        | <p>Individuals and organizations engage government officials on public policy using several methods. Individuals and organizations can:</p> <ul style="list-style-type: none"> <li>• campaign for candidates who will support their positions once in office;</li> <li>• provide information to executive branch officials on the impacts of potential rules and regulations;</li> <li>• lobby members of a legislature;</li> <li>• provide testimony before legislative committees;</li> <li>• propose laws to legislators;</li> <li>• prepare briefs to present during judicial proceedings;</li> <li>• offer comments during public meetings;</li> <li>• conduct letter-writing campaigns; and</li> <li>• hold public demonstrations.</li> </ul> <p>Individuals and organizations must know the proper level and branch of government to engage at the various stages of making public policy.</p>  |
| <b>Expectations for Learning</b>  | Defend different positions on public policy issues and determine an approach for providing effective input to the appropriate level and branch/agency of the government.   |
| <b>Content limits/notes</b>       | <p>The content to be assessed is drawn from the concepts contained in the Content Statement, Content Elaboration, and Expectations for Learning sections and the Test Specifications.</p> <p>Items will not assess prior knowledge of any contextual scenario/example that may be presented.</p> <p>Items may ask students to distinguish between policies made at the federal and state/local level.</p> <p>Items should focus on methods for engaging government officials and effectiveness of different approaches.</p> <p>Items may refer to briefs but shouldn't focus on specific types of legal briefs (e.g., amicus curiae).</p> <p>Distractor options may be based on a misunderstanding of the concepts and can be drawn from other standards/content statements.</p> <p>Potential content-relevant vocabulary includes: domestic, foreign, public policy, brief, lobby, roles and regulations, campaign, testimony, proper names of branches at each level of government (e.g. General Assembly, mayor, governor, Senate, Chief Justice)</p> |

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| <b>Depth of Knowledge limits/notes</b> | DOK levels 1-3 will be assessed, unless otherwise noted.   |
| <b>Sample item stems</b>               | <ul style="list-style-type: none"><li>• What could a citizen do to make his or her views known to local government officials?</li><li>• Select <b>two</b> ways that citizens commonly interact with their legislators.</li><li>• Which action would bring increased public awareness to the issue that a citizen is concerned about?</li></ul> |

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| <b>Standard/Content Statement</b>      | 20. The federal government uses spending and tax policy to maintain economic stability and foster economic growth. Regulatory actions carry economic costs and benefits.   |
| <b>Content Elaboration</b>             | <p>Fiscal policy is government decision-making about taxing and spending in an attempt to regulate the American economy. In theory, fiscal policy falls into two broad categories:</p> <ul style="list-style-type: none"> <li>• increased government spending and/or reduced taxes to encourage economic growth; and</li> <li>• decreased government spending and/or increased taxes to slow economic growth.</li> </ul> <p>The imposition of government regulations may foster economic benefits such as prohibiting unfair business practices and providing consumer protections. Government regulations may carry costs such as reduced corporate profits and slower economic growth.</p>   |
| <b>Expectations for Learning</b>       | Explain how the federal government uses fiscal policy to effect changes in the nation’s economic conditions.   |
| <b>Content limits/notes</b>            | <p>The content to be assessed is drawn from the concepts contained in the Content Statement, Content Elaboration, and Expectations for Learning sections and the Test Specifications.</p> <p>Items will not use expansionary/contractionary terminology unless clearly associating it with encouraging/slowing economic growth.</p> <p>Items should focus on fiscal policy in the abstract and not in terms of complex real-world political and economic scenarios. The focus of items should be on the use and effects of fiscal policy and how it works, not on larger macroeconomic concepts or understanding or determining why one policy vs. another is used.</p> <p>Items can focus on major government agencies—such as the Environmental Protection Agency (EPA) and Food and Drug Administration (FDA)—that have clear connections or major roles in regulating corporate profits or consumer protections.</p> <p>Items should provide context when asking about government regulations.</p> <p>Distractor options may be based on a misunderstanding of the concepts and can be drawn from other standards/content statements.</p> <p>Potential content-relevant vocabulary includes: fiscal policy, regulatory actions, spending and tax policy, corporate profit, unfair business practices, consumer protections, inflation/recession, interest rates, capital, antitrust, corporations.</p> |
| <b>Depth of Knowledge limits/notes</b> | DOK levels 1-3 will be assessed, unless otherwise noted.   |

**Sample item stems**

- How can the federal government encourage economic growth?
- Which government action will reduce the pace of economic growth?
- Select **two** effects of increased government regulation.

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| <b>Standard/Content Statement</b>      | 21. The Federal Reserve System uses monetary tools to regulate the nation’s money supply and moderate the effects of expansion and contraction in the economy.   |
| <b>Content Elaboration</b>             | <p>Monetary policy involves the Federal Reserve System making decisions about the nation’s money supply.</p> <p>To encourage economic growth, the Federal Reserve System can:</p> <ul style="list-style-type: none"> <li>• reduce the amount of money that banks must have on reserve and not use to make loans;</li> <li>• buy bonds; and</li> <li>• take action that results in lower interest rates.</li> </ul> <p>To slow economic growth the Federal Reserve System can:</p> <ul style="list-style-type: none"> <li>• increase the amount of money that banks must have on reserve and not use to make loans;</li> <li>• sell bonds; and</li> <li>• take action that results in higher interest rates.</li> </ul>   |
| <b>Expectations for Learning</b>       | Explain how the Federal Reserve System uses monetary policy to regulate the nation’s money supply and encourage or slow economic growth.   |
| <b>Content limits/notes</b>            | <p>The content to be assessed is drawn from the concepts contained in the Content Statement, Content Elaboration, and Expectations for Learning sections and the Test Specifications.</p> <p>The technical names of the Federal Reserve’s monetary tools (open market operations, discount rate and reserve requirement) will not be used in items.</p> <p>Items should focus on monetary policy in the abstract and not in terms of complex real-world political and economic scenarios. The focus of items should be on the use and effects of monetary policy and how it works, not on larger macroeconomic concepts or understanding or determining why one policy vs. another is used.</p> <p>Distractor options may be based on a misunderstanding of the concepts and can be drawn from other standards/content statements.</p> <p>Potential content-relevant vocabulary includes: monetary policy, Federal Reserve, interest rates, government bonds/securities, money supply, expansion/growth, contraction/slow, inflation/recession</p> |
| <b>Depth of Knowledge limits/notes</b> | DOK levels 1-3 will be assessed, unless otherwise noted.   |
| <b>Sample item stems</b>               | <ul style="list-style-type: none"> <li>• How can the Federal Reserve System encourage economic growth?</li> </ul>  |

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|  | <ul style="list-style-type: none"><li>• Select the boxes to distinguish between steps the Federal Reserve System can take to encourage economic growth and steps it can take to slow economic growth.</li><li>• What would be an effect of the Federal Reserve System's decision to buy more bonds?</li></ul> |
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