

## Massachusetts Grade 8 Civics State-Level Performance Task Practice Test Answer Key and Rubric

This document includes the grade 8 civics content standard, the HSS practice standard, and the number of points for each state-level performance task item. The correct answer for each machine-scored item is provided in the table. Below the table actual samples of student responses for each constructed-response question are given. A task rubric which summarizes the point distribution by a description of student performance is provided at the end of this document. Please note that this task rubric is a draft and may be updated as more tasks are developed and reviewed.

Item Number	2018 Standard	HSS Practice Standard	Points	Correct Answer																
1	8.T2.2	1	1	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">The Continental Congress approves the Declaration of Independence.</div> <div style="text-align: center;">↓</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">The Articles of Confederation are adopted.</div> <div style="text-align: center;">↓</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">James Madison writes a letter about Shays' Rebellion.</div> <div style="text-align: center;">↓</div> <div style="border: 1px solid black; padding: 5px;">States ratify the U.S. Constitution.</div>																
2	8.T2.2	6	2	See sample student responses below. (maximum of 2 points)																
3	8.T2.3	3	3	Part A	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>State</th> <th>Virginia Plan</th> <th>New Jersey Plan</th> </tr> </thead> <tbody> <tr> <td>Delaware</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> </tr> <tr> <td>Massachusetts</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>New Hampshire</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> </tr> <tr> <td>Pennsylvania</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table>	State	Virginia Plan	New Jersey Plan	Delaware	<input type="radio"/>	<input checked="" type="radio"/>	Massachusetts	<input checked="" type="radio"/>	<input type="radio"/>	New Hampshire	<input type="radio"/>	<input checked="" type="radio"/>	Pennsylvania	<input checked="" type="radio"/>	<input type="radio"/>
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Part B	See sample student responses below. (maximum of 2 points)																			
4	8.T2.4	4	1	D																
5	8.T2.4	6	2	See sample student responses below. (maximum of 2 points)																
6	8.T2.5	4	2	Part A	D															
				Part B	See sample student responses below. (maximum of 1 point)															
7	8.T2.3	6	4	See sample student responses below. (maximum of 4 points)																

**Question 2: Sample Student Responses** (*Actual Student Responses\**)

Score	Student Responses
2	One weakness of the government under the Articles of Confederation is that the government has no power. This prevents them from being able to collect taxes. Without this power the government is unable to sustain it's army, to pay government officials, or provide for any other needs of the nation. Madison wrote, "No money is paid into the public treasury; no respect is paid to the federal authority. Not a single state complies," (Madison, 3). This proves that without the collection of money and having a weak national government will lead to an unorderly nation. This is one of the large flaws in the Articles of Confederation.
1	One weakness was that the states weren't truly unified. They all acted seprate as they were not forced to comply. Madison brings this up saying, "Not a single state complies."
0	One weakness in the government is the fact that the state government didn't have any power, or had less power than the national government. "It is not possible that a government can last long under these circumstances." Meaning the national government taking over and not being fair to the farmers and villagers.

\*Because these are actual student responses, they may contain spelling and grammatical errors.

**Question 3, Part B: Sample Student Responses** (*Actual Student Responses*)

Score	Student Responses for Part B
2	Pennsylvania most likely voted for the Virginia Plan. I believe this because they have the second highest population of the 13 states at just over 400,000 people. The Virginia plan benefitted the states with a larger population because it said that states were given a number of votes and/or representatives based off of their population. Since Pennsylvania has the second largest population of the thirteen states, the Virginia Plan would have benefitted them the most. This is why I believe Pennsylvania voted for the Virginia Plan.
1	New Hampshire would have chosen New Jersey's plan because the smaller states would get just as much power as the bigger states like Pennsylvania and Virginia.
0	I think Delaware supports the New Jersey plan because it doesn't have a big government. The New Jersey plan likes small central governments so that's why I think Delaware is apart of that.

**Question 5: Sample Student Responses** (*Actual Student Responses*)

Score	Student Responses
2	The Anti-Federalist believe a federal government that could create laws and make decision would take all the power away from the state governments. This was stated in the Anti-Federalist essay, "a central government that is created by the constitution would be too powerful," it is clear the writer does not want a central government. However the Federalists believe that a central government created by the constitution would help the country and it people. The federalist writer exclaim in his essay, "To promote this happiness, the U.S. Constitution divides power between the state and national government." This means the writer believes that creating a central government is a good idea because he thinks it would not take away all the power from the states wrather the state and central government would share the power.
1	The main difference is that the federalist thinks the system will divide power between the state and national powers well and the anti federalist thinks a central government will get created and be too powerful so the states need to keep their power.
0	The federalists want the power to be divided by all 13 states so everyone has equal power. the anti federalists still want a central and national government to make decisions for the 13 states.

**Question 6, Part B: Sample Student Responses** (*Actual Student Responses*)

Score	Student Responses for Part B
1	The Anti-Federalists were more likely to support the tenth amendment. This is because the 10 <sup>th</sup> Amendment allows the power not given to the federal government to be given to the state governments, meaning they are more free to make their own decisions. Massachusetts giving 1.5 Million dollars to the public schools was a state power, and is an example of how state have more freedom.
0	they would like it because they like when the states had a lot of powers.

**Question 7: Sample Student Responses** (*Actual Student Responses*)

Score	Part	Student Responses
4	A	One of the parts of the Great Compromise was the combination of the Virginia and New Jersey Plans. Today, we have a bicameral legislature. the two houses – the Senate and the House of Representatives – each take a side of the plans. The Senate has equal representation, with two senators from each state, and the House of Reps. is based on population. This compromised strengthened the U.S. Constitution, as both houses combined to create the Legislative Branch, a major part of our government.
	B	As I wrote above, the Legislative Branch is made up of the Senate and the House of Representatives. This branch is one of three, adding the judicial and Executive Branches. This is a constitutional principle call the Separation of Powers. Separation of Powers, Limited Government, and Checks and Balances (limits that the branches have on each other), prevent the federal government from becoming too strong. This assisted the Anti-Federalists and those who supported the Articles of Confederation, as this prevents “tyrannical leaders” (Source 3), and keeps the state governments relevant. It also helps the Federalists and those against the Articles, by using the U.S. Constitution to divide government between national and state, and still gives enough power to the central government. This compromise strengthened the Constitution by the support of Federalism, and keeping the Federalists desire of using the Constitution as their reasoning.
3	A	The Great Compromise or the compromise between the Virginia and New Jersey Plans was when Virginia wanted representatives based on population and New Jersey wanted 2 for each state. So they compromised with having bicameral congress and made a senate which will have 2 people for each state. And the House of Representatives which has amount based on population.
	B	Anti Federalists wanted state governments to have power but the Federalists wanted a strong National Government. They ended up compromising on state governments having power but the National Government having more power and overseeing them.
2	A	A compromise to form the bill of rights (the first 10 amendments) was needed for the federalists and anti-federalists to have their ideas put in the constitution. The central government was the powerhouse, but state do have their self-government. No government is more powerful than the other.
	B	The great compromise was important to solve the argument between the Virginia Plan and the New Jersey plan. This used a two-housed legislature from the Virginia plan, but each house supported different plans. This meant that no plan has a higher advantage than the other.
1	A	One compromise was that the federal government would have more power over the states. this benefitted the U.S. constitution because now states have to pay taxes and do other things that they weren’t able to do before.
	B	Another compromise was that there was a Bill of Rights added to the constitution this benefitted the constitution because now the people of the US have rights written out for them that are important to there freedom.
0	A	One compromise that was made is that there would be two houses but each would have the same number of representatives and senats.
	B	Another compromise that was made is that the states got certain powers so they were not powerless.

## Task Rubric

Score	Description
<b>12–15 points</b>	The response demonstrates a thorough understanding of the civic knowledge, skills, and dispositions relating to the U.S. government and political system. The response demonstrates the ability to effectively engage in the process of history and social science inquiry, including the ability to organize information and data, analyze and evaluate information from multiple primary and secondary sources, and explain conclusions using valid evidence.
<b>8–11 points</b>	The response demonstrates a general understanding of the civic knowledge, skills, and dispositions relating to the U.S. government and political system. The responses demonstrates the ability to generally engage in the process of history and social science inquiry, including the ability to organize information and data, analyze and evaluate information from primary and secondary sources, and explain conclusions using evidence.
<b>4–7 points</b>	The response demonstrates a partial understanding of the civic knowledge, skills, and dispositions relating to the U.S. government and political system. The response demonstrates a limited ability to partially engage in the process of history and social science inquiry, including the ability to organize information and data, analyze and evaluate information from primary and secondary sources, and explain conclusions using evidence.
<b>1–3 points</b>	The responses demonstrates a minimal understanding of the civic knowledge, skills, and dispositions relating to the U.S. government and political system. The response demonstrates a minimal understanding of the process of history and social science inquiry, including the ability to organize information and data, analyze and evaluate information from primary and secondary sources, and explain conclusions using evidence.
<b>0</b>	The response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
<b>Blank</b>	No response.