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Annotation Form

Anchor Set

Project: Kentucky Social Studies Spring Op - Grade 8

Item Number: SS0820005_09

Item Name: What role should government have in economy

Paper	RF Number	Score	Notes
a101	AAAZTP1382 1000025097	0	Anchor Paper 1 Score Point 0 This response does not provide a valid answer. It is irrelevant to the prompt.
a102	AAAZTP1382 1000018666	0	Anchor Paper 2 Score Point 0 This response does not provide a valid answer. It is irrelevant to the prompt.
a103	AAAZTP1382 1000034700	0	Anchor Paper 3 Score Point 0 This response does not provide a valid answer. It is irrelevant to the prompt.
a104	AAAZTP1382 1000044615	1	Anchor Paper 4 Score Point 1 This response demonstrates a minimal understanding of the item. The student briefly states the role the government should have in the economy (... <i>dealing with debt with the tariff of 1824</i>) with some evidence from source 5 (' <i>Farming has expanded... Debt has been reduced, land is worth more</i> '). Lack of examples or details from another source and clear communication of ideas keep this response from achieving a higher score point.

Paper	RF Number	Score	Notes
a105	AAAZTP1382 1000006144	1	<p>Anchor Paper 5 Score Point 1</p> <p>This response demonstrates a minimal understanding of the item. The student briefly states the role the government should have in the economy (<i>...they should have this power and say to help with these problems. If they have a say they can do they can do their best to try</i>) with some interpretation from the Introduction (<i>...tariffs and have a strong bank, and paying for roads</i>). Lack of examples or details from another source and clear communication of ideas keep this response from achieving a higher score point.</p>
a106	AAAZTP1382 1000000276	1	<p>Anchor Paper 6 Score Point 1</p> <p>This response demonstrates a minimal understanding of the item. The student briefly states the role the government should have in the economy (<i>There has been success and prosperity when the government takes control ...industry</i>) with some interpretation from the Introduction (<i>It needs to pay for internal improvements such as roads</i>) and source 1 (<i>It also does things such as coins money</i>). The student attempts to address a counterclaim (<i>Many people argue about the government having too much power and control...America</i>). Lack of examples or details and clear communication of ideas keep this response from achieving a higher score point.</p>
a107	AAAZTP1382 1000040153	2	<p>Anchor Paper 7 Score Point 2</p> <p>This response demonstrates completion of some of the important components of the item. The student states the role the government should have in the economy with a repetitive explanation (<i>...they have the money to participate in the economy. The government has the money to interact with the economy</i>) and some evidence from source 2 (<i>'i have been asked to sign a bill...defense.'</i>; <i>'i am aware of the great importance of the roads...country'</i>). Lack of examples or details from another source and clear communication of ideas keep this response from achieving a higher score point.</p>

Paper	RF Number	Score	Notes
a108	AAAZTP1382 1000037321	2	<p>Anchor Paper 8 Score Point 2</p> <p>This response demonstrates completion of some of the important components of the item. The student states the role the government should have in the economy with a weak explanation (<i>If we didnt have someone to regulate and collect taxes then some people would refuse to pay them., ...the government can print as much money as it wants and can tell its worth</i>) and some evidence from source 1 (<i>'The Congress shall have Power To lay and collect Taxes,' 'To coin Money [and] regulate [its] value'</i>). Lack of examples or details from another source and clear communication of ideas keep this response from achieving a higher score point.</p>
a109	AAAZTP1382 1000032186	2	<p>Anchor Paper 9 Score Point 2</p> <p>This response demonstrates completion of some of the important components of the item. The student states the role the government should have in the economy (<i>...should have a limited role in the economy, There are some things that need to be regulated like weapons but besides that the government does not need to regulate anything like that</i>) with some evidence from source 4 (<i>'I see nothing in its function that makes the bank necessary ... constitution'</i>). The student addresses a counterclaim (<i>...Senator Henry Clay was arguing that the establishment of a national bank would ruin the American System. In Source 5 it states. 'If this system of protection is unconstitutional, as some people say, then it should be abolsished'</i>). Lack of examples or details and clear communication of ideas keep this response from achieving a higher score point.</p>

Paper	RF Number	Score	Notes
a110	AAAZTP1382 1000011228	3	<p>Anchor Paper 10 Score Point 3</p> <p>This response demonstrates a completion of most of the important components of the item. The student states the role the government should have in the economy (<i>... have equal power as the other branches of the government and to listen to its people, ...should have authority to step into a situation if things ever get out, ...leaders of our country were not only trying to keep peace outside of our countries borders but also within</i>) with some evidence from source 2 (<i>'But I do not see that power listed in the Constitution... government'</i>), source 3 (<i>'is a law made in agreement with the constitution...Court'</i>), and source 1 (<i>'To regulate Commerce with foreign Nations, and among several States...'</i>). Lack of explanations and clear communication of ideas keep this response from achieving a higher score point.</p>
a111	AAAZTP1382 1000005406	3	<p>Anchor Paper 11 Score Point 3</p> <p>This response demonstrates a completion of most of the important components of the item. The student states the role the government should have in the economy (<i>...it is helpful to the economy and overall for the benefit of the US as a whole. After all, what's best for the people is what's best for the country</i>) with some evidence from the Introduction (<i>This system guaranteed a strong federal bank...economic stability</i>) and source 5 (<i>'In 1824, opponents to The American System predicted economic crisis... American System'</i>). The student addresses a counterclaim in the conclusion (<i>Despite naysayers arguing that this could be considered letters from politicians, those are just words, that can be biased and swayed whichever direction they please</i>).</p>
a112	AAAZTP1382 1000005342	3	<p>Anchor Paper 12 Score Point 3</p> <p>This response demonstrates a completion of most of the important components of the item. The student states the role the government should have in the economy (<i>... control should be limited because it can turn unconstitutional, and it hurts the independence of the states</i>) with some interpretation from source 2 (<i>Like when President James Madison was asked to sign a bill...but he can not find the power in the constitution to give the money</i>) and source 4 (<i>'A national bank presents danger...of the states'</i>). Lack of clear communication of ideas keeps this response from achieving a higher score point.</p>

Paper	RF Number	Score	Notes
a113	AAAZTP1382 1000005031	4	<p>Anchor Paper 13 Score Point 4</p> <p>The student response demonstrates completion of all important components of the item and clear communication on the role the government should have in the economy (<i>The government should play a large role in keeping the economy within stable measures. However, they should not proceed to play an overbearing role. There are instances where the government can provide a considerate amount of help, but not an overstepping amount in which limits the Constitutional rights of the government</i>). The student uses relevant examples from source 2 (<i>I have been asked to sign a bill...Constitution.</i>) and the Introduction (<i>The three main parts of the American System were:... nation[.]</i>).</p>
a114	AAAZTP1382 1000004623	4	<p>Anchor Paper 14 Score Point 4</p> <p>The student response demonstrates completion of all important components of the item and clear communication on the role the government should have in the economy (<i>...no role in economy. I believe a states economy should be in the hands of the states. I feel this way for two main reasons. The first reason being that it is unconstitutional and the second being states need independence</i>). The student uses relevant examples from source 2 (<i>I am aware of the great importance of roads...exists</i>) and source 4 (<i>A national bank presets a danger to out liberty and the independence of the states</i>).</p>
a115	AAAZTP1382 1000029317	4	<p>Anchor Paper 15 Score Point 4</p> <p>The student response demonstrates completion of all important components of the item, clear communication on the role the government should have in the economy (<i>...there is no reason why the government should play a role in the economy, Knowing that even the president... unconstitutional we should not let the government make anymore decisions..., Seeing that the congress passes a law that was even seemed unconstitutional by the president is appalling</i>), and an in-depth understanding of the relevant concepts and/or practices using source 2 (<i>I have been asked to sign a bill...constitution</i>), source 3 (<i>After the most deliberate consideration, it is unanimous...constitution</i>), and source 4 (<i>I see nothing in its function that makes the bank...bill</i>). The student makes use of more sophisticated processes in their conclusion.</p>

Practice Set #1
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Paper	RF Number	Score	Notes
p101	AAAZTP1382 1000039177	3	<p>Practice Set 1, Paper 1 Score Point 3</p> <p>This response demonstrates a completion of most of the important components of the item. The student states the role the government should have in the economy (<i>The government should have a significant influence in the economy</i>) with some evidence from source 1 (<i>The Congress shall have Power to lay ...general Welfare of the United States</i>) and source 5 (<i>Eight years ago....tariff of 1824. '...If this system is unconstitutional...our fellow citizens.'</i>) and finally from the introduction (<i>The three main parts of the American System....across the nation.'</i>) While there is an understanding of major concepts and/or practices, the response overlooks some less-important ideas or details that keep this response from achieving a higher score point.</p>
p102	AAAZTP1382 1000005329	0	<p>Practice Set 1, Paper 2 Score Point 0</p> <p>This response does not provide a valid answer. It is irrelevant to the prompt.</p>
p103	AAAZTP1382 1000015098	1	<p>Practice Set 1, Paper 3 Score Point 1</p> <p>This response demonstrates a minimal understanding of the item. The student briefly states the role the government should have in the economy (<i>...there is many roles the government could have...</i>) with some evidence from source 1 (<i>'To regulate commerce....the several states.' also to sign bills or to veto them.'</i>) and Source 2 (<i>'I have been asked...improve national defense... ' If I sign this bill...I therefore veto this bill.'</i>). Even though there are quotations from multiple sources, ideas are not connected, and the lack of clear communication of ideas keeps this response from achieving a higher score point.</p>

Paper	RF Number	Score	Notes
p104	AAAZTP1382 1000036088	4	<p>Practice Set 1, Paper 4 Score Point 4</p> <p>The student response demonstrates completion of all important components of the item and clear communication on the role the government should have in the economy (<i>...the government should have the same roles in the economy as they do now, but on a more public scale</i>). The student uses relevant examples from source 4 (<i>In Andrew Jackson’s message to Congress in 1832 he states, ‘A national bank presents a danger...as he understands it.’</i>) and source 2 (<i>In President James Madison’s message to Congress in 1817 he stated, ‘I am aware of...veto this bill.’ This describes how the government wished to attempt something unconstitutional, but was stopped</i>). This response maintains a clear viewpoint throughout and uses relevant supportive details from the sources as well as insightful interpretation and generalization (<i>Think of all of the scenarios where this could’ve gone wrong... unity would be divided</i>).</p>
p105	AAAZTP1382 1000017254	2	<p>Practice Set 1, Paper 5 Score Point 2</p> <p>This response demonstrates completion of some of the important components of the item. The student states the role the government should have in the economy (<i>...should balance what the economy can and cant do</i>) with some evidence from source 4 (<i>‘I see nothing in its funtion that makes the bank necessary ... in the Constitution’</i>) and source 5 (<i>... ‘But now, the country is prospering...employment i high.’</i>). Lack of examples or details as well as a lack of clear communication of ideas keep this response from achieving a higher score point.</p>
p106	AAAZTP1382 1000037032	2	<p>Practice Set 1, Paper 6 Score Point 2</p> <p>This response demonstrates completion of some of the important components of the item. The student states the role the government should have in the economy (<i>...should have a huge role in the economy...because it can coin money and regulate its value, and has the power to lay and collect taxes</i>) with some evidence from source 5 (<i>Dbey has been reduced...the american goods</i>) and the introduction (<i>‘Having a strong Bank ...to promote economic stability.’</i>). Lack of examples or details and a lack of clear communication of ideas keeps this response from achieving a higher score point.</p>

Paper	RF Number	Score	Notes
p107	AAAZTP1382 1000026087	1	<p>Practice Set 1, Paper 7 Score Point 1</p> <p>This response demonstrates a minimal understanding of the item. The student briefly states the role the government should have in the economy (<i>...stay where they were at in the economy</i>) with some evidence from source 5 (<i>'Farming has expanded... Debt has been reduced...and a notional market is slowly developing for American goods...This transformation fo...that protects American Industry.'</i>). Lack of examples or details from another source and clear communication of ideas keep this response from achieving a higher score point.</p>
p108	AAAZTP1382 1000008727	0	<p>Practice Set 1, Paper 8 Score Point 0</p> <p>This response does not provide a valid answer. It is irrelevant to the prompt.</p>
p109	AAAZTP1382 1000050569	3	<p>Practice Set 1, Paper 9 Score Point 3</p> <p>This response demonstrates a completion of most of the important components of the item. The student states the role the government should have in the economy by stating things it should not do (<i>..should not try to open a bank of the United Staes, tax high tariffs...not try to pass a bill that provides funds for internal improvemnts</i>) with some support from source 2 (<i>...“However, I do not believe this is allowed by our Constitution.”</i>) and source 4 (<i>if we open a bank of the United states it puts us in danger to our librety...‘Each public officer who...swears that he will support it as he understands.’</i>). Source 5 is also quoted (<i>'Eight years ago, the people of the Untied states were oppressed by too much debt.'...This is because of how thigh the government was taxing on tariffs</i>). While an understanding of major concepts is shown, the response also demonstrates misunderstanding of some details – in this case from source 5. A lack of clear communication and more insightful interpretation or extension of arguments keeps this response from achieving a higher score point.</p>

Paper	RF Number	Score	Notes
p110	AAAZTP1382 1000010768	2	<p>Practice Set 1, Paper 10 Score Point 2</p> <p>This response demonstrates completion of some of the important components of the item. The student states the role the government should have in the economy (<i>...should have some power but it should also be up to the citizens</i>) with some evidence from the introduction (<i>the government 'payed for internal improvments...move people and goods to markets across the nation.'</i>). Lack of examples or details and a lack of clear communication of ideas keep this response from achieving a higher score point.</p>

Practice Set #2
Project: Kentucky Social Studies Spring Op - Grade 8
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Paper	RF Number	Score	Notes
p201	AAAZTP1382 1000012246	1	<p>Practice Set 2, Paper 1 Score Point 1</p> <p>This response demonstrates a minimal understanding of the item. The student briefly states the role the government should have in the economy (<i>One thing I have learned about the different perspectives on the American systems</i>) with some interpretation from the Introduction (<i>'...imposing high tariffs...industries from competition'... 'having a strong Bank....promote economic stability'... 'paying for internal improvements...across the nation.'</i>). Lack of examples or details from another source and lack of clear communication of ideas keep this response from achieving a higher score point.</p>
p202	AAAZTP1382 1000028835	0	<p>Practice Set 2, Paper 2 Score Point 0</p> <p>This response does not provide a valid answer. It is irrelevant to the prompt.</p>
p203	AAAZTP1382 1000014188	2	<p>Practice Set 2, Paper 3 Score Point 2</p> <p>This response demonstrates completion of some of the important components of the item. The student states the role the government should have in the economy (<i>...the branches of government should have a checks and balances system...because congress should have the power to collect taxes and pay the debts and borrow money</i>) with some evidence from source 3 (<i>'The supreme court says that incorporating the bank is consitutional'</i>) and source 5 (<i>after the tariff of 1824... 'united states gained vast income.'</i>). The student mentions a counterclaim from source 4 (<i>according to Andrew Jackson, he says that a 'national bank presents a danger ...independence of the (united) states.'</i> He also vetoes the bill of reauthorizing the bank). Lack of examples or details and lack of clear communication of ideas keep this response from achieving a higher score point.</p>

Paper	RF Number	Score	Notes
p204	AAAZTP1382 1000035363	3	<p>Practice Set 2, Paper 4 Score Point 3</p> <p>This response demonstrates completion of most of the important components of the item. The student states the role the government should have in the economy (<i>only what it is given in the Constitution</i>) and then provides an example of these powers from source 1 (<i>The Consitution gives...the right 'to lay and collect taxes.'</i>) and then supports the viewpoint by using source 2 (<i>James Madison states 'But I do not see that power listed....and there is nothing we can interpret to say it exists.'</i>) and source 4 (<i>Andrew Jackson...says 'I see nothing...that makes the bank necessary...listed in the Constitution.'</i>). This paper maintains its viewpoint from start to finish, but the lack of in-depth insightful interpretation or extension of arguments keeps this response from achieving a higher score point.</p>
p205	AAAZTP1382 1000051542	4	<p>Practice Set 2, Paper 5 Score Point 4</p> <p>The student response demonstrates completion of all important components of the item and clear communication on the role the government should have in the economy (<i>...a stronger role in the economy of the nation, as this can lead to more domestic trade, and it can allow for more financial stability</i>). The student uses relevant examples from source 5 (<i>Sen. Henry Clay claims 'A national market is slowly developing for American goods' when speaking to the senate in 1832'</i>) and then source 1 (<i>'Congress shall have the power to...borrow money...to regulate Commerce with foreign Nations, and among the several States'</i>). This response uses clear, concise communication of ideas to demonstrate in-depth understanding and insightful interpretation (<i>...however if the federal government had more power, they could create a larger federal reserve ...Think of a national level-emergency fund for any financial crisis that the nation faces</i>) and generalization.</p>

Paper	RF Number	Score	Notes
p206	AAAZTP1382 1000041550	2	<p>Practice Set 2, Paper 6 Score Point 2</p> <p>This response demonstrates completion of some of the important components of the item. The student states the role the government should have in the economy (<i>...the government should play a big role</i>) with some evidence from source 5 (<i>'The people of the united states wee oppressed by too much debt</i>) and later, again from source 5 (<i>'Thuis transformation of the country from gloom to prosperity is the result of legislation that protects American industry.'</i>). Lack of examples or details and lack of clear communication of ideas keep this response from achieving a higher score point.</p>
p207	AAAZTP1382 1000018064	0	<p>Practice Set 2, Paper 7 Score Point 0</p> <p>This response does not provide a valid answer. It is irrelevant to the prompt.</p>
p208	AAAZTP1382 1000051807	1	<p>Practice Set 2, Paper 8 Score Point 1</p> <p>This response demonstrates a minimal understanding of the item. The student briefly states the role the government should have in the economy (<i>...the role to pay depts and provide good for the US</i>) with some interpretation from Source 1 (<i>'...for the common defence...the united states.'... 'to make all (the) laws...carrying into execution.'</i>). Lack of examples or details from another source and lack of clear communication of ideas keep this response from achieving a higher score point.</p>
p209	AAAZTP1382 1000007504	3	<p>Practice Set 2, Paper 9 Score Point 3</p> <p>This response demonstrates a completion of most of the important components of the item. The student states the role the government should have in the economy (<i>The role that the government should have in the economy is half the people, half the government</i>) with some interpretation from source 2 (<i>'But I do not see that power listed...and there is nothing we can interpret to say it exists.'</i>) and source 5 (<i>On the other hand, in Source 5 it says, 'This transformation of the country from gloom to prosperity is the result of legislation that protects American industry.'</i>). A lack of in-depth understanding/more insightful interpretation or extension of arguments keeps this response from achieving a higher score point.</p>

Paper	RF Number	Score	Notes
p210	AAAZTP1382 1000012391	2	<p>Practice Set 2, Paper 10 Score Point 2</p> <p>This response demonstrates completion of some of the important components of the item. The student states the role the government should have in the economy (<i>...the government should have a wide role...That way our government can create a strong economy...control our dept and make sure things get payed back to boost our economy</i>) with some evidence from source 4 (<i>'A national bank presents a danger to our liberty and the independence to the states.'</i>) but then provides a contradictory statement from the introduction (<i>'having a strong Bank of the United States to promote economic stability.'</i>). Lack of examples or details and a lack of clear communication of ideas keep this response from achieving a higher score point.</p>

Qualification Set #1
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Paper	RF Number	Score	Notes
q101	AAAZTP1382 1000035281	2	Qualification Set 1, Paper 1 Score Point 2
q102	AAAZTP1382 1000037405	4	Qualification Set 1, Paper 2 Score Point 4
q103	AAAZTP1382 1000053535	1	Qualification Set 1, Paper 3 Score Point 1
q104	AAAZTP1382 1000046545	3	Qualification Set 1, Paper 4 Score Point 3
q105	AAAZTP1382 1000052826	0	Qualification Set 1, Paper 5 Score Point 0
q106	AAAZTP1382 1000053610	1	Qualification Set 1, Paper 6 Score Point 1
q107	AAAZTP1382 1000025213	2	Qualification Set 1, Paper 7 Score Point 2
q108	AAAZTP1382 1000004454	0	Qualification Set 1, Paper 8 Score Point 0
q109	AAAZTP1382 1000010643	3	Qualification Set 1, Paper 9 Score Point 3
q110	AAAZTP1382 1000009313	2	Qualification Set 1, Paper 10 Score Point 2

Qualification Set #2
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Paper	RF Number	Score	Notes
q201	AAAZTP1382 1000016211	1	Qualification Set 2, Paper 1 Score Point 1
q202	AAAZTP1382 1000024197	2	Qualification Set 2, Paper 2 Score Point 2
q203	AAAZTP1382 1000040065	3	Qualification Set 2, Paper 3 Score Point 3
q204	AAAZTP1382 1000037851	0	Qualification Set 2, Paper 4 Score Point 0
q205	AAAZTP1382 1000037339	4	Qualification Set 2, Paper 5 Score Point 4
q206	AAAZTP1382 1000021584	2	Qualification Set 2, Paper 6 Score Point 2
q207	AAAZTP1382 1000036279	1	Qualification Set 2, Paper 7 Score Point 1
q208	AAAZTP1382 1000035397	3	Qualification Set 2, Paper 8 Score Point 3
q209	AAAZTP1382 1000026248	0	Qualification Set 2, Paper 9 Score Point 0
q210	AAAZTP1382 1000029340	2	Qualification Set 2, Paper 10 Score Point 2