

Kentucky Summative Assessments



Grade 8 Social Studies Released Items 2025



1

SS0820025_4

This source makes a claim and a counterclaim about Kentucky's economy before the Civil War.

Claim: Kentuckians in the early 1800s believed that constructing railroads would benefit Kentucky's economy.

Counterclaim: Kentuckians in the early 1800s believed that constructing railroads would harm Kentucky's economy.

Which evidence **best** supports the counterclaim?

- A** Railroads provided job opportunities in towns along their routes.
- B** Railroad companies purchased land from private citizens.
- C** Railroads contributed to the growth of new industries.
- D** Railroad companies competed with steamboat owners in river towns.



Released Item Performance

Kentucky Summative Assessments

Spring 2025

Grade 8

Social Studies

Item: SS0820025

Book Question Number: 1

Standard: 8.E.KE.1

Item Type: MC

Key: D

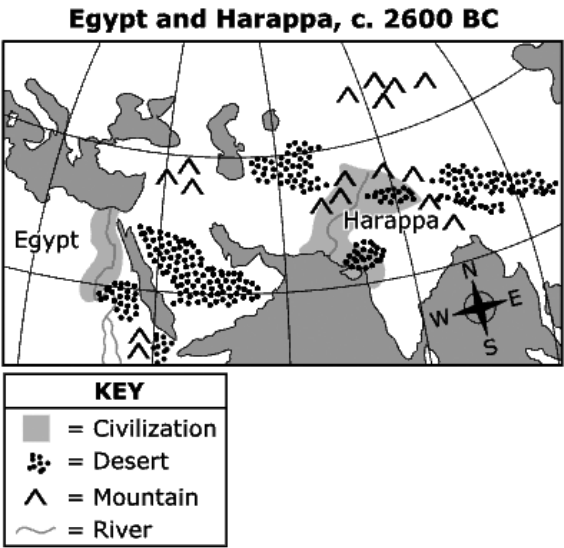
Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	24,978	43%	0.43	12%	28%	17%	43%
Gender							
Female	11,872	45%	0.45	12%	26%	18%	45%
Male	13,105	40%	0.40	13%	30%	17%	40%
Ethnicity							
African American	2,812	36%	0.36	16%	27%	21%	36%
American Indian or Alaska Native	28	61%	0.61	11%	14%	14%	61%
Asian	561	49%	0.49	10%	28%	13%	49%
Hispanic or Latino	2,783	34%	0.34	17%	25%	23%	34%
Native Hawaiian or Pacific Islander	50	36%	0.36	18%	34%	12%	36%
White (non-Hispanic)	17,500	45%	0.45	11%	28%	16%	45%
Two or more races	1,242	40%	0.40	12%	29%	19%	40%
Migrant							
Migrant	163	32%	0.32	17%	20%	31%	32%
English Learner							
English Learner	1,987	25%	0.25	23%	26%	26%	25%
Economically Disadvantaged							
Economically Disadvantaged	15,082	39%	0.39	14%	27%	20%	39%
Students with Disabilities							
Students with Disabilities	4,173	29%	0.29	19%	27%	25%	29%



2

SS0821135

This source is a map of Egypt and Harappa, c. 2600 BC.



Determine whether each geographic feature was a similarity or a difference between Egypt and Harappa. Choose **one** selection for each feature.

Geographic Feature	Similarity	Difference
Waterways were accessible for trade.	<input type="radio"/>	<input type="radio"/>
Mountains provided protection from invaders.	<input type="radio"/>	<input type="radio"/>
Deserts were a natural barrier.	<input type="radio"/>	<input type="radio"/>



Released Item Performance

Kentucky Summative Assessments

Spring 2025
Grade 8
Social Studies

Item: SS0821135

Book Question Number: 2

Standard: 6.G.GR.1

Item Type: TE

Key: see below

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Score Percentages		
				Score 0 (%)	Score 1 (%)	Score 2 (%)
All Students	21,589	72.8%	1.46	17%	20%	63%
Gender						
Female	10,712	73.3%	1.47	17%	20%	63%
Male	10,877	72.4%	1.45	17%	21%	62%
Ethnicity						
African American	2,251	62.2%	1.24	27%	22%	51%
American Indian or Alaska Native	26	61.5%	1.23	31%	15%	54%
Asian	426	82.3%	1.65	8%	20%	72%
Hispanic or Latino	1,959	69.5%	1.39	19%	22%	58%
Native Hawaiian or Pacific Islander	49	72.4%	1.45	18%	18%	63%
White (non-Hispanic)	15,741	74.6%	1.49	15%	20%	65%
Two or more races	1,136	71.3%	1.43	19%	20%	62%
Migrant						
Migrant	83	62.0%	1.24	25%	25%	49%
English Learner						
English Learner	849	57.1%	1.14	31%	24%	45%
Economically Disadvantaged						
Economically Disadvantaged	12,493	68.6%	1.37	21%	21%	58%
Students with Disabilities						
Students with Disabilities	1,524	61.2%	1.22	27%	24%	49%

Key: Table row one answer is column 1. Table row two answer is column 2. Table row three answer is column 1.



3

SS0820076_4

This source describes the Mughal Empire in South Asia under Akbar the Great.

Akbar the Great set out to conquer new lands and reshape the Mughal Empire. Akbar established a government made up of four departments, with one leader in charge of each. He divided the empire into fifteen provinces, each with a governor, a military commander, a religious administrator, and a judge. They all reported back to the main government. Each province was further divided into smaller districts with officials responsible for tasks such as policing and sanitation.

—based on S. M. Ikram,
Muslim Civilization in India,
Columbia University Press,
1964

How did Akbar change the government of the Mughal Empire?

- A** He abolished the existence of regional governments.
- B** He established a democratic form of government.
- C** He abolished government services in rural areas.
- D** He established a government with centralized authority.



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Social Studies

Item: SS0820076

Book Question Number: 3

Standard: 7.H.CE.2

Item Type: MC

Key: D

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	24,976	41%	0.41	14%	29%	15%	41%
Gender							
Female	11,874	43%	0.43	13%	28%	15%	43%
Male	13,101	40%	0.40	15%	30%	15%	40%
Ethnicity							
African American	2,812	33%	0.33	16%	31%	20%	33%
American Indian or Alaska Native	28	43%	0.43	18%	32%	7%	43%
Asian	561	49%	0.49	11%	33%	7%	49%
Hispanic or Latino	2,784	37%	0.37	14%	31%	19%	37%
Native Hawaiian or Pacific Islander	50	28%	0.28	8%	44%	20%	28%
White (non-Hispanic)	17,497	44%	0.44	14%	28%	14%	44%
Two or more races	1,242	38%	0.38	15%	31%	16%	38%
Migrant							
Migrant	163	39%	0.39	13%	25%	23%	39%
English Learner							
English Learner	1,989	29%	0.29	17%	31%	22%	29%
Economically Disadvantaged							
Economically Disadvantaged	15,081	38%	0.38	15%	30%	18%	38%
Students with Disabilities							
Students with Disabilities	4,172	32%	0.32	17%	29%	22%	32%



SS0820048_IN

Analyze each source and then answer the questions that follow.

**While you are analyzing the sources, think about the compelling question
“Can a document establish justice?”**

Introduction

Analyze these sources about the development and impact of the Magna Carta in order to investigate the compelling question “Can a document establish justice?”

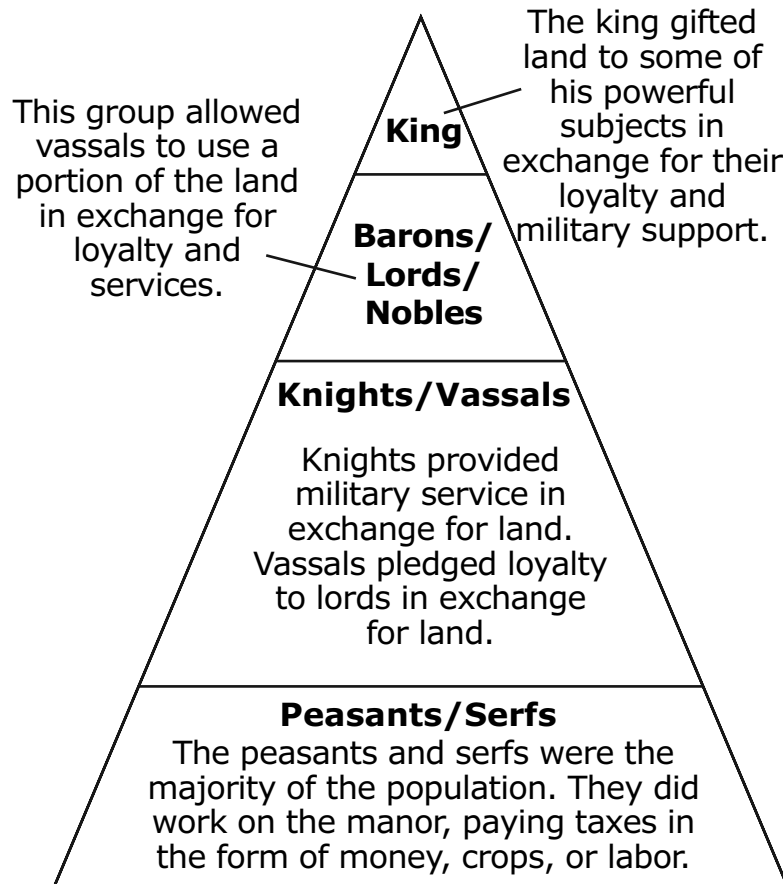


SS0820048_S1

Source 1

This source is about feudalism.

**Feudal Political Structure of
Medieval Europe, c. 1500**



Source: Library of Congress

**Source 2**

This source is about King John of England.

History has been unkind to King John of England, who ruled from 1199 to 1216. He lost control of territory in France and failed to reconquer the lands. He demanded higher taxes than any previous king had, and he caused several conflicts with the pope. Many barons claimed that he disregarded their traditional privileges. All these factors caused him to lose support at home.

After King John suffered a defeat by the French in 1214, a group of barons rose up and refused to pay for the king's wars. They were joined in their opposition to the king by church leaders, who were upset by the king's meddling in church affairs.

The barons and church leaders publicly renounced their loyalty to the king in May 1215. King John responded by taking the barons' property. However, after the barons used their military power to take control of London, King John agreed to negotiate. On June 15, he accepted the terms that became the Magna Carta.

—adapted from “Magna Carta: Muse and Mentor,” Library of Congress, c. 2014



Source 3

This source summarizes select provisions from the Magna Carta of 1215.

(8) No widow shall be forced to remarry if she chooses to live without a husband. She must get consent if she chooses to remarry.

(12) No military service or taxes, except in certain situations, can be imposed unless approved by a council.

(14) Consent for taxes or mandatory military service must be given by a council of leading men. Members of the council—barons, lords, and bishops—must receive written notice of the time, location, and purpose of the meeting at least 40 days in advance.

(39) No free man can be imprisoned, exiled, or lose his rights or property unless the punishment has been judged necessary by his peers and by the law of the land.

(54) A woman cannot testify against a man for an alleged crime, unless the crime is the murder of her husband.

(61) A committee of 25 barons will be established to uphold this charter.

—adapted from Magna Carta, 1215, as translated by the British Library



SS0820048_S4

Source 4

This source about women's rights is from a 1917 book.

The Democratic spirit, the spirit of self-government, is one of slow growth. . . . It raised a barely audible voice in England when the Magna Carta gave the first clearly defined rights to the English people. From that time on its tones have become louder and clearer. . . .

. . . [However,] women . . . are governed without their consent; they are taxed without being represented, and one-half [of] the people governs the whole people. It follows, then, that our government today is not a real democracy.

—*Woman Suffrage: History, Arguments, and Results*, edited by Frances M. Björkman and Annie G. Porritt, 1917



Source 5

This source lists rights protected by the U.S. Constitution.

Fifth Amendment

[N]or shall any person . . . be deprived of life, liberty, or property, without due process of law. . . .

Sixth Amendment

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously [determined] by law, and to be informed of the nature and cause of the accusation. . . .

Ninth Amendment

The [naming] in the Constitution, of certain rights, shall not be [interpreted] to deny or [dismiss] others retained by the people.

Tenth Amendment

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

—U.S. Constitution

4

SS0820048_01_3

How did feudalism establish order during the Middle Ages?

- A** It created a democratic society that respected the king and the rights of citizens.
- B** It created an agricultural society dominated by those who worked the land.
- C** It created an ordered society controlled by the king and wealthy landowners.
- D** It created an urban society where factories began to overtake agriculture.



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Social Studies

Item: SS0820048_01

Book Question Number: 4

Standard: 7.C.CV.1

Item Type: MC

Key: C

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	24,970	56%	0.56	25%	15%	56%	5%
Gender							
Female	11,870	56%	0.56	26%	14%	56%	5%
Male	13,099	56%	0.56	24%	15%	56%	5%
Ethnicity							
African American	2,811	48%	0.48	25%	20%	48%	6%
American Indian or Alaska Native	28	46%	0.46	18%	36%	46%	0%
Asian	561	67%	0.67	20%	10%	67%	3%
Hispanic or Latino	2,784	50%	0.50	27%	17%	50%	6%
Native Hawaiian or Pacific Islander	50	44%	0.44	30%	18%	44%	8%
White (non-Hispanic)	17,494	58%	0.58	24%	13%	58%	4%
Two or more races	1,240	54%	0.54	27%	14%	54%	5%
Migrant							
Migrant	163	42%	0.42	26%	20%	42%	12%
English Learner							
English Learner	1,989	41%	0.41	28%	23%	41%	8%
Economically Disadvantaged							
Economically Disadvantaged	15,076	51%	0.51	26%	17%	51%	6%
Students with Disabilities							
Students with Disabilities	4,171	42%	0.42	26%	24%	42%	9%

**5**

SS0820048_06_1

How did conflict in thirteenth-century England affect the division of resources in the country?

- A** Barons gained the power to influence how much they paid in taxes.
- B** Serfs were able to tax nobles in order to buy their own land.
- C** Kings gained the power to withhold tax money from the church.
- D** Widows were forced to pay a tax in order to remain unmarried.



Released Item Performance

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Social Studies

Item: SS0820048_06

Book Question Number: 5

Standard: 7.G.HI.1

Item Type: MC

Key: A

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	24,975	45%	0.45	45%	17%	30%	8%
Gender							
Female	11,874	45%	0.45	45%	16%	31%	8%
Male	13,100	45%	0.45	45%	17%	30%	8%
Ethnicity							
African American	2,812	38%	0.38	38%	20%	33%	10%
American Indian or Alaska Native	28	46%	0.46	46%	11%	39%	4%
Asian	561	53%	0.53	53%	13%	29%	6%
Hispanic or Latino	2,784	42%	0.42	42%	18%	31%	9%
Native Hawaiian or Pacific Islander	50	42%	0.42	42%	24%	24%	10%
White (non-Hispanic)	17,497	46%	0.46	46%	16%	30%	8%
Two or more races	1,241	44%	0.44	44%	16%	30%	9%
Migrant							
Migrant	163	31%	0.31	31%	25%	33%	12%
English Learner							
English Learner	1,989	33%	0.33	33%	23%	32%	12%
Economically Disadvantaged							
Economically Disadvantaged	15,080	41%	0.41	41%	19%	31%	9%
Students with Disabilities							
Students with Disabilities	4,171	32%	0.32	32%	22%	33%	13%



6

SS0820048_04_4,2

Which **two** examples **best** answer the supporting question “Which rights from the Magna Carta are included in the U.S. Constitution?”

- A** Religious freedom
- B** Right to a trial by a jury of peers
- C** Freedom of speech
- D** Protection of property rights
- E** Right to elect representatives



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Social Studies

Item: SS0820048_04
Book Question Number: 6

Standard: 7.C.RR.1

Item Type: MS
Key: B,D

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Score Percentages		
				Score 0 (%)	Score 1 (%)	Score 2 (%)
All Students	24,914	58.2%	1.16	22%	39%	39%
Gender						
Female	11,841	59.3%	1.19	21%	40%	40%
Male	13,072	57.3%	1.15	24%	38%	38%
Ethnicity						
African American	2,796	51.8%	1.04	28%	41%	31%
American Indian or Alaska Native	28	64.3%	1.29	14%	43%	43%
Asian	561	63.4%	1.27	19%	36%	45%
Hispanic or Latino	2,760	54.4%	1.09	25%	41%	34%
Native Hawaiian or Pacific Islander	50	57.0%	1.14	26%	34%	40%
White (non-Hispanic)	17,478	59.9%	1.20	21%	38%	41%
Two or more races	1,239	55.1%	1.10	24%	43%	34%
Migrant						
Migrant	162	50.9%	1.02	25%	48%	27%
English Learner						
English Learner	1,953	44.5%	0.89	34%	43%	23%
Economically Disadvantaged						
Economically Disadvantaged	15,033	54.5%	1.09	25%	41%	34%
Students with Disabilities						
Students with Disabilities	4,156	45.7%	0.91	33%	43%	24%

**7**

SS0820048_07_2

How did the Magna Carta attempt to address concerns similar to those of modern citizens?

- A** By guaranteeing rights to citizens regardless of gender
- B** By giving people more power in how they are governed
- C** By increasing government regulation of citizens
- D** By promoting economic equality among people



Released Item Performance

Kentucky Summative Assessments

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Social Studies

Item: SS0820048_07
Book Question Number: 7

Standard: 7.C.RR.1

Item Type: MC
Key: B

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	24,974	36%	0.36	22%	36%	24%	18%
Gender							
Female	11,873	36%	0.36	19%	36%	26%	18%
Male	13,100	36%	0.36	25%	36%	23%	17%
Ethnicity							
African American	2,811	32%	0.32	23%	32%	29%	16%
American Indian or Alaska Native	28	71%	0.71	4%	71%	11%	14%
Asian	561	34%	0.34	22%	34%	24%	20%
Hispanic or Latino	2,784	34%	0.34	23%	34%	26%	16%
Native Hawaiian or Pacific Islander	50	32%	0.32	24%	32%	14%	30%
White (non-Hispanic)	17,497	37%	0.37	22%	37%	23%	18%
Two or more races	1,241	36%	0.36	22%	36%	26%	16%
Migrant							
Migrant	163	32%	0.32	25%	32%	29%	14%
English Learner							
English Learner	1,989	33%	0.33	23%	33%	28%	16%
Economically Disadvantaged							
Economically Disadvantaged	15,079	34%	0.34	23%	34%	25%	18%
Students with Disabilities							
Students with Disabilities	4,171	32%	0.32	22%	32%	28%	18%



8

SS0820048_09

Read the question carefully. Then enter your answer in the space provided.

Construct an argument to answer the compelling question “Can a document establish justice?” Compare what you have learned about the Magna Carta’s role in solving regional problems in the Middle Ages with its influence in the modern era. Develop a claim supported by evidence from multiple sources in your response and acknowledge the limitations of the argument. Write **at least** two paragraphs.



Released Item Performance

Kentucky Summative Assessments

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Social Studies

Item: SS0820048_09
Book Question Number: 8

Standard: 7.C.PR.1

Item Type: ER
Key: Rubric

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Score Percentages				
				Score 0 (%)	Score 1 (%)	Score 2 (%)	Score 3 (%)	Score 4 (%)
All Students	22,493	36.9%	1.48	26%	26%	28%	15%	5%
Gender								
Female	11,098	41.0%	1.64	22%	24%	30%	18%	7%
Male	11,395	32.9%	1.32	31%	27%	25%	13%	4%
Ethnicity								
African American	2,271	25.2%	1.01	41%	30%	20%	7%	2%
American Indian or Alaska Native	23	41.3%	1.65	26%	30%	13%	13%	17%
Asian	536	47.0%	1.88	14%	24%	32%	21%	9%
Hispanic or Latino	2,386	29.7%	1.19	34%	29%	23%	11%	3%
Native Hawaiian or Pacific Islander	43	30.2%	1.21	28%	35%	28%	7%	2%
White (non-Hispanic)	16,157	39.4%	1.58	23%	24%	30%	17%	6%
Two or more races	1,076	35.5%	1.42	27%	28%	27%	13%	5%
Migrant								
Migrant	131	19.5%	0.78	50%	27%	18%	3%	2%
English Learner								
English Learner	1,555	18.3%	0.73	50%	32%	14%	4%	1%
Economically Disadvantaged								
Economically Disadvantaged	13,237	31.5%	1.26	32%	28%	25%	12%	3%
Students with Disabilities								
Students with Disabilities	3,378	18.0%	0.72	53%	27%	15%	4%	1%

Rubric	
4	<p>The student response demonstrates</p> <ul style="list-style-type: none"> • completion of all important components of the item • clear communication of ideas • in-depth understanding of the relevant concepts and/or practices • appropriate use of more efficient and/or sophisticated processes • appropriate use of insightful interpretations or extensions (generalizations, application, analogies)
3	<p>The student response demonstrates</p> <ul style="list-style-type: none"> • completion of most of the important components of the item • clear communication of ideas for the completed components • an understanding of major concepts and/or practices, although the response may overlook or show misunderstanding of some less-important ideas or details
2	<p>The student response demonstrates</p> <ul style="list-style-type: none"> • completion of some of the important components of the item • clear communication of ideas for the completed components • gaps in conceptual understanding
1	<p>The student response demonstrates</p> <ul style="list-style-type: none"> • completion of only a limited portion of the important components of the item • minimal understanding of the item
0	The student response is incorrect, irrelevant, or missing.
Exemplar	
4	<p>The Magna Carta proves that a document can establish justice. Before the document, the king had considerable power and authority over the lives of all subjects. The nobles were angry about the poor leadership of the king and the taxes they had to pay. But the Magna Carta allowed citizens to have more say in how they were governed, even if this right was limited to just the wealthiest groups. Over time, these rights were expanded to other groups, as noted in Source 4. Some of the rights first granted in 1215 by the Magna Carta continue to be important in the United States during the twenty-first century.</p> <p>However, the justice that was established by the Magna Carta was slow to spread to all people. Women were treated differently than men, as shown by the fact that a woman could not testify against a man except in very limited cases. Discrimination against women continued into the twentieth century because women still did not have the right to vote in 1917.</p>
Answer Cues	
<p>Valid answers may include but are not limited to:</p> <ul style="list-style-type: none"> • Yes <ul style="list-style-type: none"> ○ Citizens of the kingdom had a larger voice in decisions affecting them. (Sources 2, 3) ○ Citizens had protections against imprisonment or banishment. (Source 3) ○ Widowed women were more protected. (Source 3) ○ Citizens could not be taxed without prior consent. (Source 3) ○ The "barely audible voice" of the Magna Carta has become "louder and clearer" over time. (Source 4) ○ Ideas from the Magna Carta are included in the Bill of Rights. (Sources 3 and 5) • No <ul style="list-style-type: none"> ○ Only the wealthiest individuals benefited. (Sources 1, 2, 3) ○ The largest group of people (serfs, women, etc.) still had little or no say. (Sources 1, 3) ○ Widowed women still had to get consent if they chose to remarry. (Source 3) ○ Disputes were resolved only by wealthy barons. (Source 3) ○ Government in early 1900s was not a real democracy because women were excluded. (Source 4) 	

Anchor Set

A1

The problem with the middles ages is that the people were not getting paid alot so they had to pay the resources in order to have their land and their house.

Anchor Annotation, Paper 1 Score Point 0

This response does not provide a valid answer. It is irrelevant to the prompt.

A2

No, a document can and can't establish justice. You can if you have people signing off and registering and making proof than on the other hand you can't if you just have one person agreeing to it. Thats not usually what happened though because their was no government and just the king decided how much power you had and how much power he had.

Documents don't always verify everything anyways. They usually verify what your getting documented is right but not all the time. So the king usually just used all of his power and didn't let anyone else have power but documents never verified that.

Anchor Annotation, Paper 2 Score Point 0

The response does refer to the concept of a document establishing justice (*You can if you have people signing off and registering and making proof than on the other hand you can't if you just have one person agreeing to it*), but the explanation is too vague and general to earn credit and does not refer to source material.

A3

Yes a document can establish justice. i know this because if something happens you can just write about how you can fix the problem.the passage says,"church leader publicly renounced their loyalty to the king in May 1215."

Anchor Annotation, Paper 3 Score Point 0

This response does not provide a valid answer (*you can just write about how you can fix the problem.the passage says, "church leader publicly renounced their loyalty to the king..."*) and is irrelevant to the prompt.

Yes. a document can help establish justice just like our Constitution does here in the US.

Anchor Annotation, Paper 4

Score Point 1

This response demonstrates minimal understanding of the item. There is an attempt to support the claim (*Yes. a document can help establish justice*) with a limited explanation, using evidence from Source 5 (*...just like our Constitution does here in the US*).

A document can establish justice because it can guide us in what's the right and wrong thing to do. A few examples of this is in the magna Carta it says, "No military service or taxes, except in certain situations, can be imposed unless approved by a council.", "A women cannot testify against a man for an alleged crime, unless the crime is the murder of her husband.", and lastly, "A committee of 25 barons will be established to uphold this charter.". In the past, we used to go by these tules that were written in a document.

Anchor Annotation, Paper 5

Score Point 1

This response demonstrates minimal understanding of the item. An attempt is made to support the claim with a limited explanation (*it can guide us in what's the right and wrong thing to do*) and evidence from source 3 (*"No military service or taxes, except in certain situations, can be imposed unless approved by a council.", "A women cannot testify against a man for an alleged crime, unless the crime is the murder of her husband.", and lastly, "A committee of 25 barons will be established to uphold this charter"*).

I feel that the answer is yes because the Constitution and the Magna Carta are along the same lines. I see this in source 5 where it lists the amandments with explanations.
Source three gives the details of the Magna Carta and you can see by looking that they are very similar to the amandments.

Anchor Annotation, Paper 6

Score Point 1

This response demonstrates a minimal understanding of the item. The student response supports the claim with a limited explanation (*I see this in source 5 where it lists the amandments with explanations. Source three gives the details of the Magna Carta and you can see by looking that they are very similar to the amandments*).

A document can in fact establish justice. The Magna Carta had to be established to protect the rights of barons, knights and peasants alike back in 1215. The U.S. Constitution and the Bill of Rights had to be created as well to protect the rights of the people.

Anchor Annotation, Paper 7

Score Point 2

This response demonstrates completion of some of the important components of the item with clear communication of ideas. The response provides an explanation to support the claim (*The Magna Carta had to be established to protect the rights of barons, knights and peasants alike back in 1215. The U.S. Constitution and the Bill of Rights had to be created as well to protect the rights of the people*).

A document can establish justice. This is because they would establish laws to make things fair. For example, the Magna Carta says, “No free man can be imprisoned, exiled, or lose his rights or property unless the punishment has been judged necessary by his peers and by the law of the land.” This shows that the Magna Carta establishes justice for the people.

Another example of the Magna Carta establishing justice is when it says, “Consent for taxes or mandatory military service must be given by a council of leading men. Members of the council (barons, lords, and bishops) must receive notice of the time, location, and purpose of the meeting at least 40 days in advance.” This is just another example of the Magna Carta establishing justice. This is because it gets rid of taxation without representation.

Anchor Annotation, Paper 8

Score Point 2

This response demonstrates completion of some of the important components of the item. The student response provides an explanation to support the claim (*This is because they would establish laws to make things fair*) with evidence from source 3 (“No free man can be imprisoned, exiled, or lose his rights or property unless the punishment has been judged necessary by his peers and by the law of the land.” [and] “Consent for taxes or mandatory military service must be given by a council”).

Yes, a government can establish justice. The Magna Carta was a very early form of democracy, which the US is formed on. The US may not be a democracy (The US is a republic), but they can be very similar at times. “No free man can be imprisoned, exiled, or lose his rights or property unless the punishment has been judged necessary by his peers and by the law of the land”. This very idea is still used in the US today, showing that 1 man cannot be exiled until judged by his peers. The US uses the 5th amendment to show this.

Anchor Annotation, Paper 9
Score Point 2

This response demonstrates completion of some of the important components of the item. A limited explanation supports the claim (*The Magna Carta was a very early form of democracy, which the US is formed on*) with evidence from source 3 (“No free man can be imprisoned, exiled, or lose his rights or property unless the punishment has been judged necessary by his peers and by the law of the land”).

Can a document establish justice? In 1199 King John ruled over England. His actions were an effect of his actions. According to, Magna Carta: Muse and Mentor, “He lost control of territory in France and failed to reconquer the lands.” As a result he demanded higher taxes, more than any other King before, and had multiple conflicts with the pope. Barons rose up and refused to pay for the king’s casualties and wars. Magna Carta: Muse and Mentor says, “...King John agreed to negotiate. On June 15, he accepted the terms that became the Magna Carta.

Still today laws from the Magna Carta are still as is. The fifth Amendment says that Nor shall any person be deprived of life, liberty, or property, without due process of law. The Magna Carta states, “No free man can be imprisoned, exiled, or lose his rights or property unless the punishment has been judged necessary by his peers and by the law of the land.” It has had an effect on the modern era because just as is without the protection of the laws of the Magna Carta still today the inequality may still be going on.

Anchor Annotation, Paper 10
Score Point 3

This response demonstrates completion of most of the important components of the item. The student response provides an explanation to support the claim (*It has had an effect on the modern era because just as is without the protection of the laws of the Magna Carta still today the inequality may still be going on*) with some evidence from source 2 (“He lost control of France and failed to reconquer the lands.” As a result he demanded higher taxes. . . “...King John agreed to negotiate. On June 15, he accepted the terms that became the Magna Carta”) and sources 5 and 3 (*The fifth Amendment says that Nor shall any person be deprived of life, liberty, or property without due process of law. The Magna Carta states, “No free man can be imprisoned, exiled, or lose his rights or property unless the punishment has been judged necessary by his peers and by the law of the land”*).

a document can establish justice. the Magna Carta established some justice by limiting the power of the absolute monarchy, and the Constitution established justice by introducing a trial, which both are necessary steps in growing justice.

the Magna Carta established some justice by limiting the power of the absolute monarchy. source three supports this with, “(12) No military service or taxes, except in certain situations, can be imposed unless approved by a council.” this particular part of the Magna Carta shows an extreme limitation on the power of the monarchy, which is a good step in establishing justice.

the Constitution established some justice by introducing a trial. source 5 tells this fact with, “[N]or shall any person... be deprived of life, liberty, or property, without due process of law....” the 5th amendment shows that the Constitution tells of trial, or due process of law, in order to keep someone from being punished for a crime not done.

Anchor Annotation, Paper 11

Score Point 3

This response demonstrates completion of most of the important components of the item and provides an explanation to support the claim (*the Magna Carta established some justice by limiting the power of the absolute monarchy, and the Constitution established justice by introducing a trial, which both are necessary steps in growing justice*). Some evidence is taken from source 3 (“...No military service or taxes, except in certain situations, can be imposed unless approved by a council”) and source 5 (“[N]or shall any person... be deprived of life, liberty, or property, without due process of law....”).

A document can establish justice. There are many reasons why too. Many of the documents were establish long ago, like the U.S. Constitution. Today we still use the Constitution. All of the Amendments on the Constitution were made and put on it for a reason, like freedom of speech. People should have the right to speak out about their beliefs and/or their opinions.

In the Middle ages there were problems with people overtaking others and their things such as property and many other things. The Magna Carta was created/used in the Middle Ages. On the Magna Carta something is stated, it is, “No free man can be imprisoned, exiled, or lose his rights or property unless the punishment has been judged necessary by his peers and by the law of the land.” Many years later in the United States the U.S. constitution was made. One of the many things stated in it was, “In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously[determined] by law, and to be informed of the nature and cause of the accusation...” This is saying that the accused should have a jury and a fair trial. In the Magna Carta it mentions peers, these peers are the same as a jury, therefore they both are saying that the accuse have the right to have a jury and a fair trial.

Anchor Annotation, Paper 12
Score Point 3

This response demonstrates completion of most of the important components of the item. The student response provides an explanation to support the claim (*Many of the documents were establish long ago, like the U.S. Constitution. Today we still use the Constitution. All of the Amendments on the Constitution were made and put on it for a reason, like freedom of speech. People should have the right to speak out about their beliefs and/or their opinions*) with some evidence from source 3 (“No free man can be imprisoned, exiled, or lose his rights or property unless the punishment has been judged necessary by his peers and by the law of the land”) and source 5 (“In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district...”).

Yes, a document can establish justice. This has been shown in many ways though history. From the Magna Carta in 1216 to today's Declaration of Independance, we have made history as people rebel against unfair leadership.

The Magna Carta was a document that limited the amount of power the king could exert over the people. It was created by some Barons and the church after the king started to put high taxes on the people. Source 2 states, " After King John suffered a defeat by the French in 1214, a group of barons rose up and refused to pay for the king's wars. They were joined in their opposition to the king by church leaders, who were upset by the king's meddling in church affairs." The king conceded to signing the document, and the English people now had more rights.

The Delcaration of Independance was a document that gave freedom to the American people and prolaimed that they were not controlled by the British Empire any longer. The people of America then wrote the U.S contisitution, a document outliging the rights of the people. In source 5, it shows amendements 5 through 10. These documenntts gave freedom to the people and let them have justice.

A document cannot give all freedoms, and the people still have to abide by laws for the good of the people. But these documents are important to history and show us that just a few words on paper can change the course of history.

Anchor Annotation, Paper 13 Score Point 4

The student response demonstrates completion of all important components of the item and provides a clear communication of ideas using source 2 (" After King John suffered a defeat by the French in 1214, a group of barons rose up and refused to pay for the king's wars...") and source 5 (The people of America then wrote the U.S contisitution, a document outliging the rights of the people. In source 5, it shows amendements 5 through 10. These documenntts gave freedom to the people and let them have justice) with relevant concepts (From the Magna Carta in 1216 to today's Declaration of Independance, we have made history as people rebel against unfair leadership. The Magna Carta was a document that limited the amount of power the king could exert over the people.... The Delcaration of Independance was a document that gave freedom to the American people and prolaimed that they were not controlled by the British Empire any longer). The student response makes use of more sophisticated processes in the conclusion (A document cannot give all freedoms, and the people still have to abide by laws for the good of the people. But these documents are important to history and show us that just a few words on paper can change the course of history).

A document could establish justice in the Middle Ages. The modern era has grown some laws off of the Magna Carta of 1215. Free men can be imprisoned only from judgement by law and peers today just like in the Middle Ages. The Magna Carta of 1215 is also a document that could be seen unfair to modern era standards. A woman can testify against a man for any alleged crime now, opposed to the 13th century where a woman could not testify against a man unless the crime is the murder of her husband. This can be supported by the information from "Source 3" on the Magna Carta of 1215.

In the Magna Carta of 1215 presented by "Source 3," it states how no military service or taxes can be imposed unless approved by a council. This has grown into the modern era as councils must approve of this law for it to be imposed. The 39th law of the Magna Carta of 1215 has also grown onto the Sixth Amendment of the United States. In "Source 5" it states, "In all criminal prosecutions the accused shall enjoy the right to a speedy and public trial." This shows how the 39th law of the Magna Carta of 1215 has grown into the modern era as it states no free man can be imprisoned, exiled, or lose his rights or property unless the punishment has been judged by the law of the land.

Anchor Annotation, Paper 14
Score Point 4

The student response demonstrates completion of all important components of the item and a clear communication of ideas. The student uses their own outside knowledge of the modern U.S., comparing it with the Magna Carta, which strengthens the response (*The Magna Carta of 1215 is also a document that could be seen unfair to modern era standards. A woman can testify against a man for any alleged crime now, opposed to the 13th century where a woman could not testify against a man unless the crime is the murder of her husband . . . "Source 3," it states how no military service or taxes can be imposed unless approved by a council. This has grown into the modern era as councils must approve of this law for it to be imposed*). The response provides in-depth understanding of the relevant concepts (*The 39th law of the Magna Carta of 1215 has also grown onto the Sixth Amendment of the United States. In "Source 5" it states, "In all criminal prosecutions the accused shall enjoy the right to a speedy and public trial." This shows how the 39th law of the Magna Carta of 1215 has grown into the modern era as it states no free man can be imprisoned, exiled, or lose his rights or property unless the punishment has been judged by the law of the land*).

A document can establish justice. While the justice may be limited, or may only be considered morally correct during its time, a document can establish justice, as seen from the Magna Carta. The Magna Carta established justice in the medieval England of its time, limiting the reign of King John of England. According to “Magna Carta: Muse and Mentor,” “He demanded higher taxes than any previous king had, and he caused several conflicts with the pope. Many barons claimed that he disregarded their traditional privileges.” King John had been a problematic ruler, raising taxes and starting issues, and the Magna Carta, brought to him by barons who wanted change, fixed the system for the time being. The Magna Carta itself brought forth important foundations for strong laws, such as the right to a jury by peers and the fair protection of property. However, the Magna Carta did have its limits; the document itself states that “A woman cannot testify against a man for an alleged crime, unless the crime is the murder of her husband.” This limits women’s rights, showing a limit to any justice the document could provide.

The Magna Carta’s justice, though, was not simply limited to its time; it further inspired other documents known for bringing liberty and justice to a country. One notable example is the U.S. Constitution. The Constitution, a document setting up a democracy as a rebound after Britain’s unfair control, took inspiration from the Magna Carta in the rights it gave and thus furthered the idea that a document can in fact establish justice. According to the Constitution’s Fifth and Sixth Amendments, “[N]or shall any person... be deprived of life, liberty, or property, without due process of law....” and “In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State...” These rights, inspired by the Magna Carta’s 39th provision, establish justice through a document and provide fair rights for those accused of crimes. While the Constitution also had its limits, not allowing women to vote until farther into the future, it still established a strong improvement from Britain’s control over the US colonies and chose fair rule over a monarchy.

Anchor Annotation, Paper 15 Score Point 4

The student response demonstrates completion of all important components of the item, clear communication of ideas, and an in-depth understanding of the relevant concepts and practices using multiple sources (*The Magna Carta established justice in the medieval England of its time, limiting the reign of King John of England. . . King John had been a problematic ruler, raising taxes and starting issues, and the Magna Carta, brought to him by barons who wanted change, fixed the system for the time being. The Magna Carta itself brought forth important foundations for strong laws, such as the right to a jury by peers and the fair protection of property. However, the Magna Carta did have its limits; the document itself states that “A woman cannot testify... husband” This limits women’s rights... The Magna Carta’s justice... inspired other documents known for bringing liberty and justice to a country. One notable example is the U.S. Constitution... According to the Constitution’s Fifth and Sixth Amendments... These rights, inspired by the Magna Carta’s 39th provision, establish justice through a document and provide fair rights for those accused of crimes*). The student addresses a counterclaim at the end of the response (*While the Constitution also had its limits, not allowing women to vote until farther into the future, it still established a strong improvement from Britain’s control over the US colonies and chose fair rule over a monarchy*).



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