

This document contains the answer keys, rubrics, and Scoring Notes for items on the Grade 4 Social Studies Practice Test. For support on how to use sample student work, refer to the [LEAP 2025 Social Studies Practice Test Guidance](#). Additional Practice Test resources are available in the LDOE [Practice Test Library](#).

Session	Set	Sequence	Item Type	Key	Alignment
1	U.S. Regions: The West	1	MC	B	4.5.2 Analyze how physical characteristics of a region shape its economic development
1		2	MC	B	4.5.3 Identify and explain how the physical characteristics of a region influenced human settlement
1		3	MS	C, E	4.9.2 Identify examples of human, natural, and capital resources and explain how these resources are used to produce goods and provide services
1		4	MC	D	4.9.2 Identify examples of human, natural, and capital resources and explain how these resources are used to produce goods and provide services
1		5	MC	A	4.5.2 Analyze how physical characteristics of a region shape its economic development
1		6	MC	D	4.5.3 Identify and explain how the physical characteristics of a region influenced human settlement
1	Settling the West	7	MC	A	4.5.3 Identify and explain how the physical characteristics of a region influenced human settlement
1		8	MC	D	4.2.1 Explain how early explorations affected the expansion of boundaries and development in the United States
1		9	MC	B	4.6.2 Describe the human impact on the land and bodies of water of the five regions of the United States
1		10	MC	C	4.1.2 Use timelines to explain how changes over time have caused movement of people or expansion of boundaries in the United States
1		11	MC	C	4.3.1 Explain how inventions and new processes affected the lives of people, migration, and the economy of regions of the United States
1		12	MC	A	4.5.2 Analyze how physical characteristics of a region shape its economic development

Session	Set	Sequence	Item Type	Key	Alignment
1	Henry Hudson and the Dutch East India Company	13	MC	A	4.2.1 Explain how early explorations affected the expansion of boundaries and development in the United States
1		14	MC	D	4.2.2 Cite evidence to support the key contributions and influence of people in the history of the United States
1		15	MC	B	4.9.7 Explain why individuals and businesses engage in barter and trade
1		16	MC	C	4.9.3 Define the terms <i>profit</i> and <i>risk</i> and explain how they relate to each other
1		17	CR	see rubric	4.2.1 Explain how early explorations affected the expansion of boundaries and development in the United States
1	The Iron and Steel Industry	18	MC	A	4.2.2 Cite evidence to support the key contributions and influence of people in the history of the United States
1		19	MS	C, E	4.3.1 Explain how inventions and new processes affected the lives of people, migration, and the economy of regions of the United States
1		20	MC	B	4.5.2 Analyze how physical characteristics of a region shape its economic development
1		21	MC	D	4.9.4 Investigate the relationship between supply, demand, and price
1		22	CR	see rubric	4.9.2 Identify examples of human, natural, and capital resources and explain how these resources are used to produce goods and provide services
2	The American Revolution and the Constitution	23	MC	A	4.1.1 Construct timelines of historical events
2		24	MC	D	4.2.4 Draw conclusions about the relationship of significant events in the history of the United States to the expansion of democracy in the United States
2		25	MC	C	4.7.3 Identify and analyze the basic purposes and necessity of government as identified in the Preamble to the United States Constitution
2		26	ER	see rubric	4.7.3 Identify and analyze the basic purposes and necessity of government as identified in the Preamble to the United States Constitution

Session	Set	Sequence	Item Type	Key	Alignment
3	Individual Rights and Responsibilities	27	MC	C	4.8.2 Differentiate between citizens' rights, responsibilities, and duties
3		28	MC	A	4.8.2 Differentiate between citizens' rights, responsibilities, and duties
3		29	MS	D, E	4.8.3 Describe the qualities of a good citizen and how good citizenship contributes to the United States' democracy
3		30	MC	B	4.8.3 Describe the qualities of a good citizen and how good citizenship contributes to the United States' democracy
3		31	MC	C	4.8.4 Explain how good citizenship can solve a current issue
3		32	MC	C	4.8.2 Differentiate between citizens' rights, responsibilities, and duties
3	Wants, Needs, and Money	33	MC	D	4.9.7 Explain why individuals and businesses engage in barter and trade
3		34	MC	C	4.9.7 Explain why individuals and businesses engage in barter and trade
3		35	MC	B	4.9.8 Differentiate between money (currency), checks, debit cards, and credit cards and identify advantages and disadvantages of each type of monetary exchange
3		36	MC	A	4.7.4 Differentiate between the structure and function of the three branches of federal government
3	Stand-Alone Items	37	MC	C	4.2.3 Explain the voluntary migration of people and its significance in the development of the boundaries of the United States
3		38	MC	B	4.1.5 Explain the historical significance of U.S. political symbols
3		39	MC	C	4.4.1 Locate and label continents, oceans, the poles, hemispheres, and key parallels and meridians on a map and globe
3		40	MC	C	4.4.5 Determine the approximate longitude and latitude coordinates of various locations in the United States
3		41	MC	A	4.7.1 Identify and summarize significant changes that have been made to the United States Constitution through the amendment process
3		42	MC	D	4.7.4 Differentiate between the structure and function of the three branches of federal government
3		43	MC	A	4.9.6 Summarize the roles of households, businesses, jobs, banks, and governments in the economy

Session	Set	Sequence	Item Type	Key	Alignment
3	Stand-Alone Items	44	MC	C	4.8.1 Identify the key requirements to become a United States citizen
3		45	MC	A	4.2.5 Use the concepts “melting pot,” “salad bowl,” and “cultural mosaic” to explain the impact of immigration on population growth and diversity in the United States
3		46	MC	D	4.5.1 Compare and contrast the distinguishing physical characteristics of the five regions of the United States
3		47	MC	C	4.9.1 Develop a logical argument to support the choice of a particular want after all needs are met
3		48	MC	B	4.7.2 Explain the significance of key ideas contained in the Declaration of Independence, the United States Constitution, and the Bill of Rights

**Session 1 Item 17**

Based on all of the sources, describe **two** different ways that explorers like Henry Hudson encouraged Europeans to immigrate to the New World.

Scoring Information	
Score Points	Description
2	Student's response correctly describes <b>two</b> different ways that explorers like Henry Hudson encouraged Europeans to immigrate to the New World.
1	Student's response correctly describes <b>one</b> way that explorers like Henry Hudson encouraged Europeans to immigrate to the New World.
0	Student provided no response or provided a response that does <b>not</b> correctly describe any ways that explorers like Henry Hudson encouraged Europeans to immigrate to the New World.

**Scoring Notes:**

Ways that explorers encouraged Europeans to immigrate to the New World:

- Explorers discovered new lands for Europeans to settle.
- Explorers wrote descriptions of the New World that made Europeans want to know more.
- Explorers brought back reports of the many natural resources in the New World.
- Explorers showed that there was money to be made in the New World by trading with Native Americans.
- Explorers proved that settlement in the New World was possible.
- Explorers made people excited about exploration and eager to start their own explorations and adventures.

Accept other reasonable responses.

**Student Responses for Session 1 Item 17**

**Prompt**

Based on all of the sources, describe **two** different ways that explorers like Henry Hudson encouraged Europeans to immigrate to the New World.

**Response 1**

A way explores like Henry Hudson encouraged Europeans to immigrate to the New World is the trade with indians and how much money they could recieve by trading common items for really valuble like fur. Henry Hudson fur traded with the Indians and many people found out and wanted to be rich because I know fur was very valuble in Europe. Another reason is how the explores discovered the East coast and how that was a very good place to settle, start a buissness, and transport many items. People could easily transport goods common in Europe for things valuble in place like Asia. People would want to catch fish and start a fishing buissness or maybe a ship building buissness. It would be a great place to settle for a water source. Those are two reasons why explores made people want to settle to the New World.

**Score: 2**

The response earns a strong 2. It correctly, fully, and completely addresses the prompt. For the first example, the response connects the economic benefit for establishing a fur trade in North America, and connects it with Hudson’s exploration. For the second example, the response describes in detail the economic benefits for an immigrant of settlement on the East Coast, such as being able to “transport many items” or start a “fishing buissness.”

**Response 2**

One way that explorers like Henry Hudson encouraged Europeans to immigrate to the New World is telling them about trade there. Henry Hudson's crew traded with the Native Americans. They traded fur, and other goods. When they returned home, they most likely told their family and friends about the trade, and encouraged them to move there. Another way explorers like Henry Hudson encouraged Europeans to immigrate to the New World was telling them there was land. Henry Hudson was trying to find a water route, but failed. Instead, he found land. Dutch claimed the land, and there was enough for everyone to establish a home, farm, and more.

**Score: 2**

The response earns a 2. It correctly, fully, and completely describes two ways—the fur trade and land for settlement—that explorers like Henry Hudson encouraged Europeans to immigrate to North America.

**Response 3**

Explorers like Henry Hudson encouraged the Europeans to immigrate to the new world because of the discoveries the explorers made so if they discovered a lot of good land for them to farm on then they would come to the new world because it would make it easier for the farmers and people who work on farms and it would be a lot better also. Another thing that encouraged the Europeans to immigrate in the new world is the cheapness of claiming new land such as if it was the Europeans fighting for new land with another group to claim good land they would rush to the new world to get that land first and it only cost 1.25 per acre.

**Score: 1**

The response earns a 1. Only one way that explorers encouraged immigration is addressed—“good land” and “new land.” Evidence and detail all relate to the idea of gaining land and developing farms. The response would need another, distinctly different way in order to earn a score of 2.

**Response 4**

Hudson had discovered Hudson Bay, and Hudson River. He encouraged Europeans to immigrate to the New World because he had found new places. And that is why he encouraged them to go to the New World.

**Score: 1**

The response earns a low 1. The response identifies one way that explorers encouraged immigration: “found new places.” Although it is limited, it is enough to earn a score of 1.

**Response 5**

1. Henry Hudson could have made them want to travel and explore new things. 2. Henry could have encouraged them to want to make other people want to go.

**Score: 0**

The response earns a 0. The two sentences offered as reasons are general statements that rephrase the prompt. The response provides no new information or explanation of ways exploration “encouraged them” “to travel and explore.”

**Session 1 Item 22**

Based on all of the sources, describe **one** way that improvements in steel production affected human resources and **one** way that improvements in steel production affected natural resources.

Scoring Information	
Score Points	Description
2	Student's response correctly describes <b>one</b> way that improvements in steel production affected human resources and <b>one</b> way that improvements in steel production affected natural resources.
1	Student's response correctly describes <b>one</b> way that improvements in steel production affected human resources or <b>one</b> way that improvements in steel production affected natural resources.
0	Student's response is blank or does <b>not</b> describe how improvements in steel production affected either human resources or natural resources.

**Scoring Notes:**

Ways improvements in steel production affected human resources:

- Workers had to learn new skills in order to keep working in the steel industry.
- Increased steel production led to increased demand for the workers who were needed to produce steel and to make a wide range of products that use steel.

Ways improvements in steel production affected natural resources:

- Improvements in steel production allowed mills to make steel faster and cheaper than before. As a result, railroad companies could build more tracks, which increased the demand for natural resources such as the iron used to make steel.
- Improvements in steel production led to increased construction of new buildings, ships, and railroads, placing a greater demand on natural resources such as wood and the materials used to make concrete.
- Improvements in steel production resulted in stronger ships, which allowed companies to ship more materials and products over greater distances. This established new markets for goods, which increased the demand for the natural resources used to make those goods.

Accept other reasonable responses.

**Student Responses for Session 1 Item 22**

**Prompt**

Based on all of the sources, describe **one** way that improvements in steel production affected human resources and **one** way that improvements in steel production affected natural resources.

**Response 1**

One way that improvement in steel production affected human resources was that it provided jobs for people but, it used up molten iron. One way that improvements in steel effected natrual resources was that trees were being cut down for more buildings and animals were losing homes. I know this because it came from my knoladge and in source one it said that Kelly used melten iron to make the steel. A lot of steel was made so lots of iron was used.

**Score: 2**

The response earns a high 2. It correctly describes how improvements affected human resources, “provided jobs for people,” and natural resources, “trees were being cut down.” It provides evidence from Source 1 and makes connections to support the response.

**Response 2**

One way the steel production afected the human resources is it took more people to build the railroads that the indistre built out of the steel. One way the steel production affected the natrual resources is people started to use steel instead of wood.

**Score: 2**

The response earns a 2. It minimally but accurately describes the effects to both human resources, “it took more people to build the railroads,” and natural resources, “use steel instead of wood.”

**Response 3**

Steel Productions improvements affected human resources because they are using steel. Since they are using steel, they are lowering the amounts of steel to make skyscrapers and ships and rails for trains. They also make steel mills by waterways and railroad tracks to make it easier to transport goods. Steel Productions improvements affect natural resources because the people are breaking the ground to place the railroad tracks. The people are also cutting down trees to make the rails. Finally, the people are cutting down the trees to make the Steel Mills.

**Score: 1**

The response earns a high 1. The response accurately and completely describes the effect on natural resources, “cutting down trees,” but it does not clearly connect to the effect on human resources with “using steel.” The response is missing a connection to jobs or employment, which is needed to earn a score of 2.

**Response 4**

The steel rail way tracks provided more jobs for people and more rail way transportation for people and they used a lot of iron. This also increased the price for the rail way tracks.

**Score: 1**

The response earns a 1. It offers a description of how the steel industry affected human resources by providing “more jobs for people.” However, “. . . used a lot of iron” is insufficient to describe the effect on natural resources.

**Response 5**

Steel affects many things. One way that steel affects human resources is because it costs less money. One way that steel affected natural resources is, it made fuel.

**Score: 0**

The response earns a 0. It does not accurately describe how improvements in steel production affected either human resources or natural resources.

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**Session 2 Item 26**

Using the sources and your knowledge of social studies, explain how the federal government meets **two** goals stated in the Preamble to the United States Constitution shown in Source 4.

**As you write, follow the directions below.**

- Address all parts of the prompt.
- Include information and examples from your own knowledge of social studies.
- Use evidence from the sources to support your response.
- Follow the steps on the Checklist as you write your response.

**Social Studies**  
**Extended-Response Checklist**  
**Grades 3, 4, 5**

**As you write your response, be sure to complete the following:**

- Show that you understand the topic very well.
- Answer all parts of the question.
- Include many well-chosen examples from the sources to support your answer.
- Include information from your own knowledge, beyond the information that is given in the sources, to support your answer.
- Explain your ideas well.
- Write enough to fully answer the question. You may need more than one paragraph.

**Following the steps below will help you write a successful extended response.**

**Step 1: Planning and Writing**

- Read the question carefully.
- Think about what you will write before you begin.
- Answer **all** parts of the question.
- Include many examples from the sources to support your response.
- Include information from your own knowledge to support your response.
- Put your ideas in a logical order.
- Use paragraphs to separate different main ideas.

**Step 2: Proofreading**

- Review the checklist to make sure you have covered all the steps.
- Reread your response.
- Add more details if needed.
- Correct any errors you find.

## Scoring

The response should be scored **holistically** on its adherence to two dimensions: Content and Claims. Each response should be given the score that corresponds to the set of bulleted descriptors that **best** describes the response.

Dimension: Content	
Score	Description
4	The student's response: <ul style="list-style-type: none"> <li>Reflects <b>thorough</b> knowledge of how the federal government meets <b>two</b> goals stated in the Preamble to the United States Constitution, by incorporating ample, focused factual information from prior knowledge and the sources;</li> <li>Contains accurate understandings with no errors significant enough to detract from the overall content of the response;</li> <li>Fully addresses all parts of the prompt.</li> </ul>
3	The student's response: <ul style="list-style-type: none"> <li>Reflects <b>general</b> knowledge of how the federal government meets <b>two</b> goals stated in the Preamble to the United States Constitution, by incorporating adequate factual information from prior knowledge and the sources;</li> <li>Contains mostly accurate understandings with minimal errors that do not substantially detract from the overall content of the response;</li> <li>Addresses all parts of the prompt.</li> </ul>
2	The student's response: <ul style="list-style-type: none"> <li>Reflects <b>limited</b> knowledge of how the federal government meets <b>two</b> goals stated in the Preamble to the United States Constitution, by incorporating some factual information from prior knowledge and the sources;</li> <li>Contains some accurate understandings with a few errors that detract from the overall content of the response;</li> <li>Addresses part of the prompt.</li> </ul>
1	The student's response: <ul style="list-style-type: none"> <li>Reflects <b>minimal</b> knowledge of how the federal government meets <b>two</b> goals stated in the Preamble to the United States Constitution by incorporating little or no factual information from prior knowledge and the sources;</li> <li>Contains few accurate understandings with several errors that detract from the overall content of the response;</li> <li>Minimally addresses part of the prompt.</li> </ul>
0	The student's response is blank, incorrect, or does not address the prompt.

Dimension: Claims	
Score	Description
<b>4</b>	The student's response: <ul style="list-style-type: none"> <li>• Develops a <b>valid</b> claim that effectively expresses a solid understanding of the topic;</li> <li>• Thoroughly supports the claim with well-chosen evidence from the sources;</li> <li>• Provides a logically organized, cohesive, and in-depth explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.</li> </ul>
<b>3</b>	The student's response: <ul style="list-style-type: none"> <li>• Develops a <b>relevant</b> claim that expresses a general understanding of the topic;</li> <li>• Supports the claim with sufficient evidence from the sources;</li> <li>• Provides an organized explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.</li> </ul>
<b>2</b>	The student's response: <ul style="list-style-type: none"> <li>• Presents an <b>inadequate</b> claim that expresses a limited understanding of the topic.</li> <li>• Includes insufficient support for the claim, but does use some evidence from the sources;</li> <li>• Provides a weak explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.</li> </ul>
<b>1</b>	The student's response: <ul style="list-style-type: none"> <li>• Does <b>not</b> develop a claim but provides evidence that relates to the topic, <b>OR</b> develops a <b>substantially flawed</b> claim with little or no evidence from the sources;</li> <li>• Provides a vague, unclear, or illogical explanation of the connections among ideas, people, events, and/or contexts within or across time and place.</li> </ul>
<b>0</b>	The student's response is blank, incorrect, too brief to evaluate, or lacks a claim that addresses the prompt.

### Scoring Notes for Claims Rubric

A response that develops a **valid** claim expresses a **solid** understanding of the social studies topic. The response is supported by **ample and well-chosen** evidence from the sources. The explanation is logical, organized, and cohesive, as demonstrated by connections, patterns, or trends among ideas, people, events, and contexts within or across time and place. A **valid** claim shows a deep understanding of the complexity of social studies themes that is supported by convincing evidence. The analysis may include the ability to discuss cause-and-effect relationships; analyze the importance of and connection between source documents; classify patterns of continuity and change; evaluate differing perspectives; provide in-depth interpretations of historical events, etc.

A response that develops a **relevant** claim expresses a **general** understanding of the social studies topic. The response is supported by **sufficient** evidence from the sources. The explanation is organized and includes connections, patterns, or trends among ideas, people, events, and contexts within or across time and place but fails to reach the valid level. A **relevant** claim shows an accurate understanding of social studies themes, but is less complex and includes more generalized evidence. The explanation may identify cause-and-effect relationships; describe patterns of continuity or change; recognize perspectives on a single topic or theme; identify the importance of or connection between source documents; provide general interpretations of historical events, etc.

A response that includes an **inadequate** claim expresses a **limited** understanding of the social studies topic and uses insufficient evidence from the sources to develop the claim. The explanation includes weak connections, patterns, or trends among ideas, people, events, and contexts within or across time and place. An **inadequate** claim shows some understanding of social studies themes, but is limited in its analysis and evidence. The explanation may include insufficient understanding of cause and effect relationships; little recognition of patterns of continuity or change; limited knowledge of perspectives on a single topic or theme; misconceptions regarding the importance of or connections between source documents; limited interpretation of historical events, etc.

A response that develops a **substantially flawed** claim expresses **little** understanding of the social studies topic. The explanation, if present, may include vague or illogical connections, patterns, or trends among ideas, people, events, and contexts within or across time and place. It fails to reach the inadequate level for a variety of reasons. For example, the response may provide some evidence that relates to the topic, but is ineffective in supporting a claim, if one is made.

**Characteristics of a Strong Response**

A strong response is logically organized into several paragraphs. Any errors in spelling, punctuation, grammar, or capitalization do not interfere with the ability of the reader to understand the ideas presented.

A strong response may develop one or more lines of reasoning to support the claim. Here are some examples.

- Two goals of the federal government are to establish justice and to provide defense. The government establishes justice by creating fair laws and making sure that everybody knows about them. The government also created a court system, or judicial branch, for when someone breaks the law. The courts are made up of judges and lawyers who punish people who break the law. But all people get a fair chance to defend themselves in court. The highest court is the U.S. Supreme Court, and it makes sure all the laws go along with the Constitution. Another goal of the federal government is to provide for the country's defense. To meet this goal, the government created the military and ordered it to defend the country against anyone that tries to invade it. Also, the police are supposed to help defend people inside the borders of the United States. The police keep order by arresting people who break the law. They also give aid to people who need help.
- Two goals of the federal government are to insure domestic tranquility and to promote the general welfare. Insuring domestic tranquility means that the government makes sure that people live in peace. The government meets this goal by setting laws that make it illegal to hurt other people or steal from them. The laws are rules for everyone to live under. If everyone agrees to the rules, then hopefully no one breaks them or fights about them. The government meets its goal of promoting the general welfare by trying to help as many people as possible. The government does this because it represents all citizens. The government is a system designed to protect and help everyone who lives in the United States.
- Two goals of the federal government are to represent the people and to form a more perfect union. The government meets its goal of representing the people by setting up a system that allows the people to elect senators and representatives. These elected officials then go to Washington D.C. and work for the people. "Form a more perfect union" means to improve the country or nation. The government meets this goal by passing laws that the senators and representatives feel will help most of the people.

- Two goals of the federal government are to secure the blessings of liberty and to establish the U.S. Constitution. “Secure the blessings of liberty” means that the government is there to protect freedom for the people and for future generations. They did this by using the judicial system to make sure laws are fair and the liberty of the people is protected. The Supreme Court is the highest law in the land. It makes sure that laws honor the Constitution and protects liberty. “Do ordain and establish this Constitution” means the people give permission to create a new nation through the Constitution. In other words, the people approved the creation of a government with the powers and responsibilities spelled out in the Constitution. The Constitution was established by having each state vote on whether to accept it.

A strong response shows understanding of the topic by analyzing the required sources and including well-chosen evidence from the sources, such as:

- By rebelling against King George III, the colonists showed that they wanted the government to get its power from the people, not from a king (Source 1).
- The adoptions of the Articles of Confederation and the Constitution show U.S. representatives trying to spell out the goals and responsibilities of a new form of government (Source 1).
- The proclamation shows that King George III could punish the colonies and the colonists without a trial or other legal protections, which led the new country to clearly define the goal of protecting liberty (Source 2).
- The painting of the signing of the Constitution shows that one goal of the federal government is to act in the name of the people (Source 3).
- The phrase “We the people” shows that one goal of the federal government is to act on behalf of the people rather than in support of a king (Source 4).
- The phrase “to form a more perfect union” shows that one goal of the federal government is to improve the country (Source 4).
- The phrase “establish justice” shows that one goal of the federal government is to create fair laws and courts (Source 4).
- The phrase “insure domestic tranquility” shows that one goal of the federal government is to guarantee peace (Source 4).

- The phrase “provide for the common defense” shows that one goal of the federal government is to protect the country from harm (Source 4).
- The phrase “promote the general welfare” shows that one goal of the federal government is to encourage the well-being of all people (Source 4).
- The phrase “secure the blessing of liberty to ourselves and our posterity” shows that one goal of the federal government is to ensure freedom for Americans now and in the future (Source 4).

A strong response also includes important information beyond what is presented in the sources, such as:

- **Branches of government:** The legislative branch includes the Senate and the House of Representatives and is charged with making the laws for everyone in the country. The executive branch includes the president and is charged with making sure the laws are enforced. The judicial branch includes the courts, which help to make sure the laws are fair and conform to the Constitution.
- **The military:** The military of the United States includes the Army, Navy, Air Force, Marine Corps, and Coast Guard. All of these groups protect the people from harm.
- **The police:** Local and state police help to enforce the laws and give aid to people who need help. In other words, they are there to keep the peace.
- **Political representation:** State legislatures and Congress are made up of representatives and senators, who act on behalf of the people.
- **Previous governments:** The colonies were ruled by foreign governments, which did not always act for the good of the people. The Articles of Confederation were flawed for many reasons, so people wanted to create a new form of government with the Constitution.

**Student Responses for Session 2 Item 26**

**Prompt**

Using the sources and your knowledge of social studies, explain how the federal government meets **two** goals stated in the Preamble to the United States Constitution shown in Source 4.

**Response 1**

Our federal government met these two goals. Our government follow this law on the Preamble of the Constitution they provide common defense for us. We have a millitary,airforce,navy,andcoast guards. We have these people fighting for our country and our safety. They also establish justice for us. If we have a situation that we don't think we can handle own our own then we take it to court and talk it out with the judge. If someone borrowed your car and hd a wreck or broke it and said "Its not mine you pay it" then you could take it to court and the judge would decide if he is guilty. If a enemy from another country is trying to come in to our country then they will call in the millitary to come and defend and protect. Our federal government follows the Constitution for our safety

**Content: 4**

**Claims: 4**

The response earns a high 4 for content and a high 4 for claims. The claims are clear, “they provide common defense for us” and “They also establish justice for us”, and are drawn from Source 4. Each claim is supported with evidence from prior knowledge, which is ample, focused, and accurate. The response is organized and concludes with a further claim, which is well supported by the evidence.

### Response 2

The federal government meets two goals stated in the Preamble to the United States Constitution. The two goals the Continental Congress reach are establishing justice, insure domestic tranquility, provide for the common defense, promote general welfare, and secure the blessing of liberty to ourselves and our posterity. First, the government made sure to have justice they have done that by our court system The Legislative, Executive, and Judicial Branches of government which also the Fourth, Fifth, and Sixth Amendments help enforce our justice. Secondly, each state has its own courts. There is about one court for each decent sized city which each can put criminals in jail. Next our Executive branch controls our Army, Navy, Special Forces, and Coast Guard. Our Bigger forces take care of bigger threats while there is police for ever city that take care of criminals and smaller things. In conclusion our country's founders made a good system that will be around a while.

### Content: 3

### Claims: 3

The response earns a 3 for content and a 3 for claims. The claim is very broad: "The two goals the Continental Congress reach are establishing justice, insure domestic tranquility, provide for the common defense, promote general welfare, and secure the blessing of liberty to ourselves and our posterity." The content is mostly accurate but suggests some content misunderstandings about the difference between the Continental Congress and the Constitutional Convention. The response offers adequate evidence for establishing justice and providing for the common defense. It shows a general knowledge of the topic with mostly accurate information. The response is a mostly organized explanation of connections and patterns.

**Response 3**

The Preamble is talking about people getting justice and having a united and better union. Instead of having states with their own laws and doing their own thing. One goal they meet is giving the people rights and just a little bit of power by making laws for all the states. The Preamble states that all the states will have to follow all of the same rule. The Preamble says "in order to form a more perfect union". Basically what it's saying is the states will no longer make their own laws they will have to follow the same rules all the other states have to follow. This makes it a better union. Another goal it met is by making things fair. The preamble says "establish justice". This means that the things will be better theyand fair for every one. They are letting the country know that they need to be fair to one another. They also meet a goal when saying "provide for the common defense". That means they are going to defend their country and stand by their country. When their is war they will still have to defend their country. A way the government is doing this now is by electing a president as the ruler of the country. They have the same laws for each state. The states have to follow these laws.

**Content: 3**

**Claims: 3**

The response earns a 3 for content and a low 3 for claims. It reflects a general knowledge of goals of the Preamble, "people getting justice and having a united and better union" and "provide for the common defense", and how the federal government meets those goals, "making laws for all the states" and "by electing a president as the ruler." Support is adequate but at times the connections to claims are unclear. The supporting evidence provided is enough to minimally meet a score of 3.

### Response 4

When it states " We the People" in the Preamble it means that the people will vote for if they want this or if they don't want this for their country. It states that not a king or a queen will rule the New Nation an voted president, judge(s),and other law officals will take care of the enemies, the trades with other countries, the law brakers, the unwanted illegal people that come into our country, the ways to keep illegal people out of the country, and many many other things to keep our country safe. I know this because I looked back at Sorce 1,2,3,and 4, and I know from in my life that grown ups vote for things like laws and government officals that they want to be in the government. I also know that people vote for the president, judge(s), and other law officals. I also know that the Patriots didn't like how the King of Britain made laws without the people in America getting a say. That was one of the reasons that they wanted to depart from Great Britain. That is why they let the people in their New Nation vote for what they want and then the government counts the votes to see which side wins the ones who want it,or the ones who don't. That is my two reasons.

**Content: 3**

**Claims: 2**

The response earns a 3 for content and a low 2 for claims. It shows a general knowledge and contains an inadequate claim supported with some evidence. The claim is stated unclearly and indirectly: The right of citizens, "We the People", to vote "for if they want this or if they don't want this" meets the Preamble's goal of establishing justice, "voted president, judge(s),and other law officals", and providing for the common defense, "to keep our country safe". The student includes prior knowledge to support the response, refers to the sources by number but without citing evidence, and has a limited and weak explanation of the connection between the Preamble and the role of the federal government.

### Response 5

One goal stated in the constitution is that the people of the United States should be able to decide which law they want and to be able to vote. Another goal stated is that the people should have the same power like the government. And the same authority/security as the government. So they needed a better system. The phrase "we the people" meant the people of America. It also showed they demanded their own rights, their own protection, and a better system. Those are the two goals that were stated and completed in the constitution.

**Content: 2**

**Claims: 2**

The response earns a 2 for content and a 2 for claims. It reflects limited knowledge of the Preamble and the federal government. It presents only one claim related to the Preamble, "that the people should have the same power like the government." It incorporates some facts from prior knowledge: "they demanded their own rights, their own protection, and a better system." Overall it offers limited support and provides a weak explanation.

### Response 6

They did establish justice because we have a judge and courthouses. And they helped us have domestic tranquility because now wars have ended in most countries so now we have much peace.

**Content: 2**

**Claims: 1**

The response earns a low 2 for content and a 1 for claims. It reflects a limited knowledge of how the role of the federal government meets two goals listed in the Preamble. The response shows an understanding of "establish justice" and "domestic tranquility" but contains errors, "now wars have ended in most countries so now we have much peace", that detract from the overall content of the response. It presents a substantially flawed claim with little or no evidence from the sources or prior knowledge.

### Response 7

One goal that the people of their new country had was securing blessing of liberty to their future generations. Another goal they had was to be free from any kind of monarchy that seemed unfair they wanted to form a more perfect union. In source 4 in the preamble it said quote " In order to form a more perfect union and insure domestic tranquility". In this they mean to insure peace and they want to form a union that has less problems than people with monochary they want to be free!

**Content: 1**

**Claims: 1**

The response earns a low 1 for content and a low 1 for claims. The claims are weak and flawed. The first goal, "securing blessing of liberty," is not supported with explanations or evidence. The second goal, "to be free from any kind of monarchy," has unclear connections to "form a union that has less problems." The response reflects minimal knowledge about the federal government and provides vague explanations.

### Response 8

#1 well if a person does somthing wrong they go to jail they use to not like in shays rebellion they knew they could do anything without any punishment so he went up there and the goverment figured out they werent strong enough so that was an acomplishment.#2 we have people that fight for us like the military so that we have safty from bad people we the people have helped by paying the military because they need to help there familys like in shays rebalion again he wasent getting payed for his time in the military so know we have to pay taxes for military.thats TWO goals the federal goverment has had.

**Content: 1**

**Claims: 0**

The response earns a 1 for content and a 0 for claims. The response presents no claim. Supporting evidence about Shays' Rebellion is drawn from a source but lacks a connection to goals in the Preamble. The response incorporates some outside knowledge, but overall, the response shows a minimal understanding and only minimally addresses the prompt.

**Response 9**

Do you like U.S.A. history "i do". Federal Government meets two goals. That started the United States Constitution. In September 1787, Constitutional Convention adopts new form of government. also in 1787, the phrase "we the people" was made for the America's, Do ordain and establish this Constitution for the United States of America. In 1787, George Washington, standing in front of the flags on the right watches over the signing of the Constitution at Independence Hall in Philadelphia. Benjamin Franklin sits in the lower middle of the painting. Alexander Hamilton sits beside him. The painting, created by Howard Chandler Christy in 1940 hangs in the U.S. Capitol, the U.S. Constitution was signed in 1787

**Content: 0**

**Claims: 0**

The response earns a 0 for content and a 0 for claims. It restates parts of the Preamble and describes the sources. It does not address the prompt.