Assessment and Instructional Guide

Social Studies

Gwinnett County Public Schools
High School Gateway Writing Assessment

Intellectual Property of Gwinnett County Public Schools.
Table of Contents

I. Overview of the High School Gateway Writing Assessment in Social Studies  2
II. Released Prompt – Challenges Faced by the First Five Presidents  7
III. Scoring Rubrics  29
IV. Domains  35
   • Expression of Academic Knowledge  36
   • Organization of Academic Ideas  45
   • Conventions  49
V. Sample Papers  59
VI. Instructional Strategies  116
Part One: Overview of the High School Gateway Writing Assessment in Social Studies

This section includes the following:

- Purpose of the Gateway Writing Assessment and Instructional Guide for Social Studies
- Overview of the High School Gateway Writing Assessment
  - Purpose of the Assessment
  - Weighting of Domains
  - Performance Levels
Purpose of the Gateway Writing Assessment and Instructional Guide for Social Studies

The purpose of this guide is threefold:

- To inform Gwinnett County teachers, students, and parents about the social studies portion of the Gwinnett High School Gateway Writing Assessment.
- To serve as an instructional tool in the classroom.
- To promote effective content area writing in the AKS.

The structure of the Gateway Writing Assessment and Instructional Guide for Social Studies:

- Part One: the history of the Gateway Writing Assessment in Social Studies and information about the rubrics, weighting of domains, and score reporting.
- Part Two: Released Prompt and historical information related to the First Five Presidents. One Gateway social studies field tested topic, Challenges Faced by the First Five Presidents, has been released for the purpose of this guide. This topic will not become part of the operational administration of the Gateway Writing Assessment in Social Studies. It has been released in order to illustrate how the Gateway Social Studies Rubrics will be applied to student responses.
- Part Three: Scoring Rubrics
- Part Four: Information about the three domains that are assessed: Expression of Academic Knowledge, Organization of Academic Ideas, and Conventions.
- Part Five: Sample student papers. This section includes actual student responses to the Gateway Social Studies Field Test along with annotations detailing the degree of competence demonstrated by the writer in each scoring domain. Domain scores and the overall performance level are indicated for each paper.
- Part Six: Suggestions for using the Instructional Guide regularly in the classroom as an instructional tool.
Overview of the Gwinnett High School Gateway Writing Assessment

The Gateway tests are one way Gwinnett schools measure student learning of the school system’s curriculum, the Academic Knowledge and Skills or AKS. The High School Gateway is a writing test that assesses students’ language arts and social studies knowledge and skills.

Purpose of the Assessment
The purpose of the Gateway Writing Assessment in Social Studies is to measure student progress in Gwinnett’s essential curriculum, the Academic Knowledge and Skills (AKS). The Gwinnett County Board of Education implemented the High School Gateway Writing Assessment in 2000 as part of the school system’s mission to “pursue excellence in academic knowledge, skills, and behavior for each student resulting in measured improvement against local, national, and world class standards.” The High School Gateway Writing Assessment reflects what high school students should know and be able to do, provides a model of sound instructional practices, and prepares students for their roles as lifelong learners in the worlds of career and/or college.

The High School Gateway Writing Assessment was developed in response to requests from community and business leaders, along with college and university faculty, for increased proficiency in written communication. In order to be successful beyond high school, graduates must be able to communicate information and knowledge in a clear and concise written format. It reflects the commitment of Gwinnett County Public Schools to provide all students with the knowledge and skills necessary for success in the workplace and post-secondary institutions.

How does a student prepare for the test and what are its benefits?
The skills and knowledge students acquire in their classes prepare them for the Gateway. Classwork and homework in various subject areas provide focus and practice in the kind of writing that will be on the test. Students also take tests in class that mirror the Gateway format. This experience exposes students to the important content knowledge and writing skills that colleges and businesses expect of high school graduates.

What if a student does not pass the high school Gateway?
Most students pass the Gateway because it measures what students learn and practice every day in the classroom. A student who does not pass the first time will have several opportunities to retake the Gateway before his or her scheduled graduation date. The student continues to take the normal sequence of courses, earning credits toward graduation. However, the student must pass the Gateway to earn a Gwinnett diploma. To help students prepare for the Gateway retest, extra instruction is available through classes offered at the school or online, with resources posted to the GCPS website.
Gateway Writing Assessment in Social Studies:
Students take the Gateway Writing Assessment in Social Studies when they are enrolled in U.S. History. For most students, this will be 11th grade. The High School Gateway in Social Studies assesses students’ language arts and social studies knowledge and skills. Students write an essay on a U.S. History topic. All students must pass the Gateway Writing Assessment to earn a Gwinnett County high school diploma. Students new to Gwinnett are required to take and pass the test before earning a regular high school diploma. A parallel writing assessment is administered in Science as well.

Social Studies essays are rated in three domains or areas. The following table indicates the weight assigned to each domain in determining the student’s overall score.

### Weighting of Domains

<table>
<thead>
<tr>
<th>Social Studies Domains</th>
<th>Weight</th>
<th>% Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Expression of Academic Knowledge (KNO)</td>
<td>5</td>
<td>50%</td>
</tr>
<tr>
<td>2. Organization of Academic Ideas (ORG)</td>
<td>4</td>
<td>40%</td>
</tr>
<tr>
<td>3. Conventions (CONV)</td>
<td>1</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Scoring**

The tests are scored by Gwinnett County Public school teachers. All raters have been specially trained to score the Gateway. Each essay is scored by four raters, two in Knowledge and two in Organization and Conventions. Each rater reads the paper and analyzes the student’s knowledge and skills in the domains listed above. The domain scores assigned by the four raters are added together and multiplied by the assigned weight of each domain to arrive at an overall raw score.

**Performance Levels**

The raw scores are converted into scale scores, which are reported along with the student’s performance level. There are three performance levels for the Gateway Assessment:

- Does Not Meet
- Meets
- Exceeds
## Gwinnett High School Gateway Writing Assessment in Social Studies

### Performance Level Descriptions

<table>
<thead>
<tr>
<th>Level Description</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exceeds the AKS Standard (passing)</strong></td>
<td>The writer demonstrates a deep understanding of the social studies knowledge, concepts, and historical events implicit in the essay task. All parts of the assigned task are developed with correct prior knowledge and relevant examples. Provided documents are interpreted effectively to support an analysis of historical relationships. Focus and control is present throughout the essay. Social studies ideas are grouped and linked appropriately within paragraphs and across parts of the response. The writer demonstrates consistent control of the spelling of domain specific words, sentence structure and verb tense, and punctuation. Overall the writer demonstrates a deep understanding and application of the AKS.</td>
</tr>
<tr>
<td><strong>Meets the AKS Standard (passing)</strong></td>
<td>The writer demonstrates a sufficient understanding of the social studies knowledge, concepts, and historical events implicit in the essay task. The task is developed with generally relevant and correct prior knowledge, but some parts may only be partially developed. Provided documents are generally used effectively to support an analysis of historical relationships. Focus and control is present through the majority of the essay. Social studies ideas are generally grouped and linked appropriately within paragraphs and across parts of the response. The writer demonstrates sufficient control of the spelling of domain specific words, sentence structure and verb tense, and punctuation. Overall the writer demonstrates a sufficient understanding and application of the AKS.</td>
</tr>
<tr>
<td><strong>Does Not Meet the AKS Standard (failing)</strong></td>
<td>The writer does not demonstrate a sufficient understanding of the social studies knowledge, concepts, and historical events implicit in the essay task. The assigned task is not addressed or attempts to address it are unclear or incorrect. Sufficient correct prior knowledge is not demonstrated. Provided documents are not used or are used inappropriately. Attempts at organization are lacking or ineffective. There are frequent and severe errors in the spelling of domain specific words, sentence structure and verb tense, and punctuation that interfere with meaning. Overall the writer does not demonstrate a sufficient understanding and/or application of the AKS.</td>
</tr>
</tbody>
</table>
Part Two: Released Prompt
Challenges Faced by the First Five Presidents

This section includes the following materials related to the released prompt: Challenges Faced by the First Five Presidents:

- Sample Gateway Test Form
  - Document A: Washington’s Farewell Address
  - Document B: Alexander Hamilton’s Financial Plan
  - Document C: The Louisiana Purchase, 1803-1807
  - Document D: President James Madison’s War Message to Congress, June 1, 1812
  - Document E: Political Cartoon of the Monroe Doctrine
    - Citing Original Sources
    - High School Gateway Checklist

- Background Information on the First Five Presidents

- Historical Information Related to the Writing Task
Challenges Faced by the First Five Presidents

Historical Background: During the presidencies of George Washington, John Adams, Thomas Jefferson, James Madison, and James Monroe (1789-1825), the United States emerged as a nation under the guiding principles of the United States Constitution. The first five presidents of the United States faced significant challenges as the new nation dealt with increasing foreign conflict, emerging political parties, strengthening the economy, and expanding American territories. The leadership of each of these presidents addressed the various unfamiliar challenges with determined action. Each president faced opposition in the decisions they made, but still laid the foundation for the new nation not only to survive, but to increasingly emerge as an important force in world affairs. This timeline is provided to give historical context for the first five presidents.

Writing Task: Analyze the challenges faced by the first five presidents and their responses to these challenges.
In your essay, be certain to:
• Explain how the first five presidents responded to foreign policy challenges.
• Explain how the first five presidents responded to political challenges.
• Explain how the first five presidents responded to economic challenges.

(Documents A through E are related to this Writing Task.)
Each Gateway Test form is constructed with the following features:

- Historical Background
- Timeline for Historical Context
- The Writing Task with three specific bullets that must be addressed in each response
- Historical documents, photographs, and quotations for analysis and interpretation

### Document A

**Washington’s Farewell Address**

"It is our true policy to steer clear of permanent alliance with any portion of the foreign world."

“The alternate domination of one faction over another, sharpened by the spirit of revenge, natural to party dissension, which in different ages and countries has perpetrated the most horrid enormities, is itself a frightful despotism⁴...”

⁴despotism: total rule by one person; tyranny

### Explanation of Document A

This text provides students with additional information on precedents set by George Washington, including his views on neutrality and warning against forming political parties. This document will guide students to support their answer for the first and second bullet point.
Document B

<table>
<thead>
<tr>
<th>Alexander Hamilton’s Financial Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Repay the Debt</strong></td>
</tr>
<tr>
<td>Pay off the Federal debt, which includes taking on all states’ debt to improve U.S. credit.</td>
</tr>
<tr>
<td><strong>National Bank</strong></td>
</tr>
<tr>
<td>Create a U.S. Bank to hold tax money, produce a U.S. Dollar, and make loans.</td>
</tr>
<tr>
<td><strong>Whiskey Tax</strong></td>
</tr>
<tr>
<td>A federal tax on alcohol to make money for the Federal government.</td>
</tr>
<tr>
<td><strong>Protective Tariff</strong></td>
</tr>
<tr>
<td>Tax on imported goods to help build up U.S. manufacturing.</td>
</tr>
</tbody>
</table>

Explanation of Document B

This chart provides information on Hamilton’s financial plan. Students can use this information to assist them in explaining the economic challenges faced by the first five presidents. Students should also be able to infer the political implications from the document. Students should be able to discuss the differing political ideologies of the first two-party system—the Federalists and the Democratic-Republicans—to support bullet two.
"The object of your mission is to explore the Missouri river, & such principal stream of it as by its course and communication with the waters of the Pacific Ocean whether the Columbia, Oregon, Colorado or any other river may offer the most direct & practicable water communication across this continent for the purposes of commerce."

– from Thomas Jefferson’s Instructions for Meriwether Lewis

Explanation of Document C
This map of the Louisiana Purchase will help students examine the territorial expansion of the United States under President Thomas Jefferson. The students will be able to gather information to help them answer all three bulleted tasks of the prompt. For bullet one, the students could discuss the foreign negotiations between the United States and France’s Napoleon Bonaparte. For bullet two, the students could discuss the political struggles of Jefferson when he went against his strict constructionist views to authorize the purchase. For the third bullet, the students could both discuss the economic motivations for the desire to purchase the port of New Orleans and the resulting economic opportunities of westward expansion throughout the territory.
**Document D**

**President James Madison’s War Message to Congress, June 1, 1812**

“British cruisers\(^1\) have been in the continued practice of violating the American flag on the great highway of nations, and of seizing and carrying off persons sailing under it ... British jurisdiction is thus extended to neutral vessels in a situation where no laws can operate but the law of nations and the laws of the country to which the vessels belong ...

... our commerce has been plundered in every sea, the great staples of our country have been cut off from their legitimate markets, and a destructive blow aimed at our agricultural and maritime interests ...”

\(^1\)cruisers: ships

**Explanation of Document D**

This excerpt leads students into a discussion about the justifications for the United States declaring war on Great Britain in 1812. For bullet one, students should discuss the foreign policy challenges of impressment, freedom of the seas, and the failure of Great Britain to follow the terms of the Treaty of Paris of 1783. For bullet two, students could provide prior knowledge regarding the political debate (war hawks vs. Federalists) over the U.S. involvement in the war and the decline of the Federalist Party. For bullet three, the students could discuss the economic implications of impressment and Great Britain’s violation of freedom of the seas.
Explanation of Document E

Students should use this political cartoon to corroborate evidence from document one to support bullet one. Students should discuss how the Monroe Doctrine extends Washington’s Proclamation of Neutrality by warning European countries to stop colonizing the Western Hemisphere.
Citing Original Sources

Citation for a Direct Quotation Within the Context of a Sentence
In Closing the Ring, Winston Churchill states the importance of a continued alliance between the United States, Britain, and Russia: “We are the trustees for the peace of the world…We must remain friends in order to ensure happy homes in all countries.”

Citation for a Paraphrased Passage Within the Context of a Sentence
Winston Churchill, in Closing the Ring, states that if the United States, Britain, and Russia remain allies, lasting peace is possible.

Parenthetical Citation for a Direct Quotation from a Gateway Document
The depth of Challenger Deep is put into perspective with the knowledge that one would have “to stack 26 Empire State Buildings (430 meters tall) on top of one another to reach the surface of the ocean from the bottom” (Document B).

Parenthetical Citation for a Paraphrased Passage from a Gateway Document
The deepest spot known on this planet is Challenger Deep in the Marianas Trench. Twenty-six Empire State Buildings stacked on top of each other would be needed to reach the surface of the Pacific from this great depth (Document B).

This page is included in the test booklet to provide students with examples of how to cite information from the provided documents.
High School Gateway Assessment
Social Studies Checklist

Address and develop each part of the Writing Task.

☐ Have you developed each part of the Writing Task?
☐ Have you included detailed evidence for each of your supporting ideas?
☐ Have you supported your conclusions with factual information?

Use information from the documents and your prior knowledge.

☐ Have you included information from the provided documents?
☐ Have you included relevant information from your high school courses?

Organize your ideas.

☐ Have you provided a clear introduction, middle, and conclusion to your essay?
☐ Are your ideas logically grouped and linked in all parts of your essay?

Use correct conventions of writing.

☐ Have you written complete and varied sentences with appropriate end punctuation?
☐ Are your spelling, punctuation, capitalization, and usage correct?
☐ Have you cited your sources when you paraphrased and quoted information from the documents?

This checklist appears on page two of the response folder
General Background Information on:

Challenges Faced by the First Five Presidents

The first five presidents of the United States faced significant challenges as the new nation dealt with economic strife, international conflict, emerging political factions, territorial expansion, and new divisions of power. Each facet of the new national government and the federal relationship with the states was being tested as a wide array of issues emerged. The leadership of George Washington, John Adams, Thomas Jefferson, James Madison, and James Monroe addressed the various uncharted challenges with resolute action. Their policies and decisions were not always embraced by all Americans or even by one another. Different political ideologies emerged and political parties formed in the United States. Each president faced opposition in the decisions they made but still laid the foundation for the new nation not only to survive but to increasingly emerge as an important force in world affairs.

George Washington - George Washington, the most influential and popular figure of the time, was elected the first President of the United States. There was no clear understanding of how the office of the president would operate. The Constitution created the office, but there was not really a guideline for conducting the executive branch of the government. George Washington was challenged to chart the course for himself and future presidents. During his two terms in office, George Washington set many precedents for the position that remain accepted procedure.

Washington’s leadership and understanding of the critical role he played in shaping the future of the United States created the foundation for the new republic. Some of the critical precedents Washington established for the presidency include forming a cabinet, using the modest title of “Mr. President,” establishing the constitutional authority to enforce laws, and retiring after two terms in office.

One key development associated with Washington was the creation of the cabinet system. Washington called on Thomas Jefferson to be his Secretary of State and Alexander Hamilton to be his Secretary of the Treasury. For all of the new president’s experience in leading the military and participating in the various Continental Congresses and the Constitutional Convention, Washington understood that others might have more expertise in some critical areas related to government policy. As a result, Washington created the cabinet system to surround himself with experts in various fields in order to better craft critical decisions in the best interest of the country.

Washington understood the importance of making the best possible decisions for the new United States and viewed the other leaders of his cabinet as an asset and not a threat to his own power.

During George Washington’s presidency, the cabinet was made up of four individuals. Washington’s cabinet members did not always agree on the advice being given to the president. Heated arguments erupted between Hamilton and Jefferson in cabinet meetings over the expanding power of the federal government and what side the United States should take in the war that erupted between France and Great Britain. The challenging debates within Washington’s private cabinet meetings helped him to formulate the policy direction for issues critical to the development of the United States. There was great care taken to distinguish the office of President from
resembling anything similar to a monarchy. George Washington emphasized this standard when the precedent was set during his term of office for addressing the chief executive as simply, “Mr. President.”

During the early years of George Washington’s presidency, considerable tension existed between the United States, France, and Great Britain. The two European powers were once again at war, and George Washington favored non-intervention to avoid siding with France against Great Britain. The United States persuaded Britain to forgive many pre-Revolutionary debts and to drop certain restrictions on U.S. trade to the colonies Britain still held in the Americas. This ushered in an era of booming trade with Britain. Washington’s new government encouraged Congress to pass taxes on liquor to help pay the states’ debt from the Revolutionary War. The tax hit the small whiskey-makers in western settlements particularly hard because they made liquor using excess crops of grain in order to make it easier to transport. The Whiskey Rebellion resulted in Western Pennsylvania when armed violence broke out as farmers frightened and attacked federal tax collectors. Washington dispatched a large militia force into the western counties to put down the rebellion, and his response set a critical precedent for presidential authority to enforce the law under the new constitution.

An important precedent George Washington set at the end of his second term as President of the United States was to not seek a third term. There was no provision in the original Constitution limiting a President to two terms in office. Instead of running for a third term, Washington chose to step away from national politics and retire to his home at Mount Vernon in Virginia. His reasoning included a personal desire for retirement. He also wanted to demonstrate to the world that the transfer of power could be achieved peacefully under the United States’ new form of government. George Washington wanted to emphasize that he was not a king and that the republican system was effective. The voluntary two term precedent set by Washington lasted for many years.

There were a few other important precedents and policy perspectives George Washington felt very strongly about that did not survive beyond his administration. Washington was very concerned about emerging political factions in the United States during the early years of the republic. He also strongly opposed tying the United States to other countries through formal alliances. Both of these issues were addressed by Washington in his famous Farewell Address to the nation as he was leaving office. In the speech, Washington warned the nation would be in jeopardy if political parties formed. He warned political parties would put “a small but artful and enterprising minority…in the place of the delegated will of the nation.” Concerning the involvement of the United States with other nations, Washington encouraged commercial trade relationships but wanted to maintain “as little political connection as possible.” The political parties Washington feared formalized right after his presidency ended and the international entanglements he warned against also emerged over time. These were issues in which Washington unsuccessfully sought to establish precedent.

Political parties had their origin in the differences of opinion between Washington’s Secretary of State, Thomas Jefferson, and Secretary of Treasury, Alexander Hamilton. Both felt very differently about the organization of the new nation and how the nation should be run, including the
constitutionality of a national bank. Hamilton and his political supporters later became known as Federalists. They wanted to expand the power of the government to stabilize the nation and its economy and favored strong ties with Great Britain. Jefferson’s supporters came to be known as the Democratic-Republicans and believed that the national government must limit its power to only those areas described by the Constitution and that the nation should honor its ties to France, forged during the Revolutionary Era. Within the foundations of these two groups is the two-party system that began to control United States politics after Washington’s presidency. Washington’s warning against parties was not heeded and when his retirement was announced, Hamilton, Jefferson, and their supporters attacked one another and competed to replace him.

George Washington’s presidency was challenging in that he was creating the office of the chief executive while he governed. The leadership demonstrated by the first President led to his popularity that spanned the nation and crossed the political divisions that were beginning to emerge. George Washington was a leader who understood the importance of the precedents he was setting in order that the new republic endure. The establishment of this peaceful transfer of power is an enduring precedent among the many that George Washington set as the United States’ first chief executive.

**John Adams** - The election of 1796 was a bitter contest between John Adams, a Federalist, and Thomas Jefferson, a Democratic-Republican. The political parties George Washington had warned against were driving the election to determine his successor. Adams won by only a 71-68 margin in the Electoral College. George Washington’s elections in 1789 and 1792 were both unanimous. Under the provisions of the Constitution as it was originally written, the candidate who received the highest number of votes (over 50%) in the Electoral College would be the President and the candidate with the second highest number of votes would serve as the Vice President. This format quickly presented problems in the 1796 election due to the existence of the newly formed political parties. The Federalist John Adams became the President and the leading Democratic-Republican, Thomas Jefferson, became the Vice President. The difficulties presented by this arrangement became apparent very quickly. Adams’ victory by such a close vote indicates the division that had emerged between the political ideologies of the Federalists and Democratic-Republicans. Adams only served one term in office and he faced significant challenges during his presidency.

Given his vast political and international experience, Adams was well-qualified for his new position as President of the United States. Like Washington, John Adams set precedents that influenced future presidents as well as the course of American history. However, his administration was plagued by conflicts with France and Great Britain that crippled the nation’s economy. The financial difficulties and international conflict led Democratic-Republicans, including Vice President Thomas Jefferson, to vehemently criticize John Adams. To subdue the Democratic-Republican opposition, the Federalist-controlled Congress and Federalist President passed the Alien and Sedition Acts. These laws increased citizenship requirements so that Jefferson, and the Democratic-Republicans, could not receive support from immigrant communities, who tended to side with the views of that party. The citizenship requirement for the naturalization process was extended from five to fourteen years. The law also attempted to stop any criticism of the Federalists by limiting free speech and press rights. The “Alien” provision of the policy gave the
executive branch the power to deport any immigrant aliens subjectively deemed as dangerous. The “Sedition” policy made it a crime for United States citizens to conspire against legal measures passed by the government, interfere with the business of government officials, or to promote insurrection. Of greater impact was the provision in the law that made it a crime to write, publish, or speak anything of “a false, scandalous and malicious nature” about the government or elected officials. Democratic-Republicans, with their propaganda filled newspapers and pamphlets, were the target of these laws.

Thomas Jefferson and fellow Democratic-Republican James Madison reacted to the Alien and Sedition Acts. They argued in the Virginia and Kentucky Resolutions that states could refuse to enforce federal laws they opposed, a practice referred to as nullification. Both states passed laws in their state level legislatures in 1798 condemning the Alien and Sedition Acts as violating constitutional rights. Virginia and Kentucky claimed the Constitution itself was an agreement among states and therefore the states should assess whether the laws passed at the national level had overstepped their boundaries. This was the beginning of the states’ rights concept and debates over the power of nullification. The country's growing economic problems, increasing taxes, and unpopular Alien and Sedition Acts hurt John Adams' chances of re-election in 1800.

The election of 1800 was heated, and the political rivalry between the Federalists and Democratic-Republicans intensified. The Federalists portrayed the Democratic-Republicans as too sympathetic to the French Revolution and suggested that power in their hands could drag the United States into war and chaos. The Democratic-Republicans emphasized the danger Federalists posed to individual liberties as Adams secured more power at the national level. The campaign was divisive and not even the Federalist Party was unified. Hamilton's followers questioned Adams' resolve against France amid incidents such as the XYZ Affair and a Quasi War that soured relations with the French and fractured their own Federalist Party. The results of the Election of 1800 gave power in the executive and legislative branches to the Democratic-Republican Party. The House of Representatives was controlled by the Federalist Party at the time of the election and was given the responsibility of deciding the election. Their choice was between two Democratic-Republicans, Thomas Jefferson or Aaron Burr. Alexander Hamilton was still a very influential Federalist and when the House of Representatives was not able to secure a decisive vote after thirty-five ballots, the party turned to him for direction. Although both choices were Democratic-Republican candidates, Hamilton much preferred Thomas Jefferson over Aaron Burr. The Federalist legislators in the House of Representatives followed Hamilton's lead and voted for Jefferson instead of Burr. The Election of 1800 was largely based on the differing political ideologies of the two parties. John Adams had lost the support of many Americans with the Alien and Sedition Acts, which the Democratic-Republicans portrayed as a threat to civil liberties. As more people began to support Thomas Jefferson's party and the Federalists began to fracture from within, the Election of 1800 transferred the federal government's power from one party to another.

John Adams' one term as president was challenging. In addition to following the highly revered George Washington, he was faced with mounting opposition from the Democratic-Republicans. Adams' approach to controlling his rivals through the Alien and Sedition Acts cost him even more support as some Americans feared their individual rights were being restricted. He faced difficult
negotiations with the French over their harassment of US ships. The resulting XYZ Affair is another key event from John Adams' presidency that impacted his political career and the outcome of the Election of 1800.

**Thomas Jefferson** - The nation transitioned from the Federalist's more centralized approach to governing to a more de-centralized government under the Democratic-Republicans (the states having more power). The question was whether Thomas Jefferson would be able to shift power back to the states and the American people once he took office. Thomas Jefferson led the nation's Democratic-Republican Party and was a vocal critic of the Federalists' push for a stronger central government at the expense of the states. Once Jefferson was elected President in the contentious election of 1800, he was responsible for defending and leading the nation toward prosperity. Although his political philosophy leaned toward a de-centralized federal government, he actually expanded the power of the presidency during his two terms in office. Jefferson was the first President to take the oath of office in the new national capital in Washington, DC. He tried to set a simplistic tone for his presidency by having a more informal inauguration without much fanfare. Jefferson did highlight the need for the country’s political divisions to heal and for both political parties to move forward. A famous line from Jefferson’s first inaugural speech is, “We are all Republicans – we are all Federalists.”

Jefferson served two terms as President of the United States, during which he dealt with many domestic and foreign policy issues. An area of conflict between the Federalists and the Democratic-Republicans was how to appropriately interpret the Constitution. Democratic-Republicans, like Thomas Jefferson, believed in strict construction of the Constitution. Supporters of strict construction believe that the Constitution must be interpreted by the literal content of the document. Only powers explicitly listed in the Constitution are allowed to be claimed by the federal government. This narrow interpretation of the Constitution restricts the power of the federal government and preserves more power for the states. In contrast, Federalists supported loose construction of the Constitution. This approach to constitutional interpretation claims that there are implied powers granted to the federal government in the Constitution. These powers may not be explicitly listed but are still granted to the federal government through the “elastic clause” in Article 1 of the Constitution. The Democratic-Republicans opposed such unrestricted power.

While Jefferson ideologically was a strong advocate of strict construction, his actions as president, in some ways, practiced loose construction. The purchase of the Louisiana Territory from France is an example of Thomas Jefferson’s expansion of presidential power through loose construction—although he claimed to be a strict constructionist. In 1800, the territory changed hands again when the French general, Napoleon Bonaparte, retrieved Louisiana from Spain. Napoleon, seeing an opportunity to finance his ongoing conflicts in Europe and a way to keep the British from expanding in North America, agreed to sell the entire region, not just the port at New Orleans, to the United States for $15 million. The Louisiana Purchase doubled the size of the United States. Through this deal, lands critical for future expansion were acquired and the United States secured the port at New Orleans to export American goods abroad. Nowhere in the Constitution is the President given the power to purchase land from another country. Jefferson entered the presidency as a strict constructionist, but his purchase of Louisiana was an action beyond the provisions of the
Constitution. The Louisiana Purchase is an example of how Thomas Jefferson expanded the power of the presidency as the Constitution makes no provision for this type of presidential action.

In particular, the *Marbury v. Madison* Supreme Court decision was issued during Jefferson’s tenure. This ruling was critical in shifting power from the states to the federal judicial branch regarding the interpretation of laws. Jefferson, who had supported the states’ right to nullify a federal law through the Virginia and Kentucky Resolutions, was opposed to this shift in power, yet it was a key expansion of federal power that occurred during his presidency. Another topic that could be introduced concerning Jefferson’s presidency would be his use of the military to stop the Barbary Pirates in North Africa from extorting payments from US ships as they passed through the Mediterranean Sea despite his distaste for employing military force. Jefferson was also faced with mounting international pressure as France and Great Britain were once again at war. American ships and sailors were being harassed by both warring nations as the US sought to boost trade with Europe. The issue of the impressment of US merchant sailors weighed heavily on Jefferson who wanted to avoid war. His implementation of an embargo was an attempt to put economic pressure on the British in order to force them to not interfere with American ships or sailors, but the measure had a near disastrous impact on the American economy, stagnated due to a lack of trade, and Americans felt oppressed by Jefferson’s mandated embargo.

**James Madison** - James Madison had many roles in the development of the United States. He was the principal author of the United States Constitution and contributed essays to the Federalist Papers supporting ratification. Madison also served as Thomas Jefferson’s Secretary of State. When Madison was elected, foreign policy and the mounting tension with Great Britain were critical issues that required his attention. The challenge he faced was how to avoid another costly war with Great Britain but still increase the United States’ economic growth through international trade. Britain and France had been at war since 1789. Americans were often caught in the middle as British and French naval forces seized American ships and crews. Earlier presidents were able to steer a middle course and avoid a declared war in Europe by using diplomacy and attempting embargos. However, renewed warfare in 1809 intensified tensions between the British and the United States. On June 12, 1812, President Madison asked for a war declaration from Congress.

The War of 1812 officially began. Madison cited four reasons for the United States’ declaration of war against Great Britain. First, Americans objected to restrictions Britain was enforcing to prevent neutral American merchants from trading with the French. Second, Americans were outraged by the British policy of impressment. Under this policy, thousands of American sailors were forced against their will to serve in the British navy after their merchant ships were captured at sea. Third, the British refused to turn over fortifications along the Great Lakes as required by the 1783 Treaty of Paris. Americans suspected the British were using these British-held sites to give support to American Indians as they continued to fight to keep Americans from settling lands west of the Appalachian Mountains. The fourth reason Madison gave for declaring war was that Americans wished to drive the British out of North America altogether by conquering Canada while the British army was fighting the French in Europe. The war declaration came at a time when the young United States was not financially or militarily prepared to fight. The final area of fighting was in the south and ended with the Battle of New Orleans. Although there were very few military
successes throughout the course of the war, the United States did not lose any territory to the British and America’s army and navy gained respect because they had stood up to Europe’s most powerful nation.

The outcome of the War of 1812 also ended all hopes American Indians had of driving the Americans out of the Ohio Valley. There were two notable victories for the American forces. The victory in the Battle of New Orleans created the illusion that the United States won the War of 1812 outright even though the conflict actually ended with a negotiated settlement prior to General Jackson’s great success on the battlefield. Some long-term effects of the War of 1812 include a change in the political dynamics of the United States and the emergence of a new national identity. Politically, the war marked the end of the Federalist Party because they had failed to support the call to a popular war. The Federalists were highly concerned that war with Great Britain would be unwise because of the danger it would pose to United States’ trade exports. Instead of hurting the economy, the war served to stimulate America’s economic growth. Due to the British blockade of America’s coast, manufacturing began to quickly develop in the United States. The war also ended any further military hostility between the United States and Great Britain. A new American identity also developed as a result of the War of 1812. Americans had fought the British twice and were still an independent nation.

A belief began to emerge in North America, as well as Europe, that the United States was not an experiment in self-government that would eventually be subsumed by Britain or some other European power. Instead, the United States was a nation that had transitioned from a young and vulnerable situation to one of strength and viability. While the Treaty of Ghent was a negotiated settlement and not truly a victory for the United States, the War of 1812 still boosted the confidence of Americans and set the stage for significant territorial and economic growth. James Madison faced the challenge of war with Britain and emerged with bright prospects for the future.

James Monroe - James Monroe had served as James Madison's Secretary of State and easily won the Presidential Election of 1816. The old Federalist vs Democratic-Republican rivalry had dwindled after the War of 1812. There was great unification among a majority of Americans around the Democratic-Republicans and the nation was prospering economically with the implementation of the American System, a nationalistic effort undertaken by Kentucky Congressman Henry Clay to unify regional economies into a national, market economy. Thus, the period is often referred to as the Era of Good Feelings due to its lack of apparent conflict. Nevertheless, while efforts were made to forge unity among the nation’s regions, differences in economic development between the north and south were leading to debates regarding the practice of slavery and political representation in Congress. One such event marking this division was the Missouri Compromise in 1820. Missouri applied to be a slave state, which was poised to upset the balance of free and slave state representation in Congress. Thus, in order to allay fears in regard to the balance of slave holding and non-slave holding interests, Speaker of the House Henry Clay forged a compromise in which Missouri became a slave state while Maine (previously part of Massachusetts) was granted free state status and a demarcation at the 36°30’ line of latitude was made allotting for the division of remaining U.S. territory (at that present time) to have slavery banned above the line while legally permitted below it.
During James Monroe's presidency, the United States' foreign policy approach was clearly defined and remained the guide for future presidents over the course of many decades. Following the end of the Napoleonic Wars, Spain's colonial holdings gained their independence. When a possible Franco-Spanish alliance appeared imminent in 1823, President James Monroe warned the nations of Europe not to meddle in the politics of North and South America. When a group of European countries planned to help one another capture colonies in the western hemisphere that had recently gained independence, Monroe announced that the United States would prevent European nations from interfering with independent American countries. This became known as the Monroe Doctrine. Further, Monroe said the United States would remain neutral in wars between European nations and would not interfere in their American colonies. In summary, the Monroe Doctrine defined a key aspect of U.S. foreign policy.

**Lasting Impact**

The actions and the decisions of the first five presidents set the course for the future development of our nation as a federal republic under the Constitution. For example, the cabinet is a precedent that has been maintained even through today’s modern presidencies. Today, the president’s cabinet is traditionally made up of the vice president and the heads of the fifteen different executive departments.
Key Terms

Alien and Sedition Acts
Alien: said that a person arriving in the United States had to wait 14 years to become a citizen.
Sedition: made it a crime for anyone to write or print articles criticizing the government.

American System: plan created by Henry Clay (U.S. Senator and Representative) that consisted of a tariff to protect and promote American industry, a national bank to foster commerce, and federal subsidies for roads, canals, and other internal improvements to develop profitable markets for agriculture.

Democratic-Republicans: political party led by Thomas Jefferson (strict interpretation of the Constitution, Pro-French, supported by commoners, believed farming should be the backbone of the economy).

Election of 1800: also known as “the Revolution of 1800” because it marked the first time that power in America passed from one party to another. Democratic-Republican candidate Thomas Jefferson defeated incumbent Federalist president John Adams to become the third president of the United States.

Embargo Act of 1807: passed by Congress and signed by President Thomas Jefferson. It prohibited American ships from trading in all foreign ports and forbid all exportation of goods from the United States.

Era of Good Feelings: a phrase coined by the Columbian Centinel, a Boston newspaper, to describe the early presidency of James Monroe, whose administration found the country at peace and economically prosperous. This national mood was from 1815 to 1825.

Federalists: political party that were advocates of a strong central government, supported by large landowners, bankers, and businessmen, they favored government’s efforts to encourage and protect American industry; Pro-British and favored a loose interpretation of the Constitution.

Hamilton’s Financial Plan: Secretary of the Treasury Alexander Hamilton proposed that the federal government should pay off all state debts by issuing security bonds, formation of a Bank of the United States, and to make American manufacturers self-sufficient.

Impressment: The British “impressed” or kidnapped American sailors and forced them to work on British ships. The British impressed about 6,000 American sailors between 1803 and 1812. This was a cause of the War of 1812.

Judicial Review: Review by the U.S. Supreme Court of the constitutional validity of a legislative act.
Kentucky and Virginia Resolutions: These documents were written by James Madison (Virginia) and Thomas Jefferson (Kentucky), which supported the idea of having more self-government and more rights for states. These oppose the Alien and Sedition Acts that extended the powers of the federal government.

Louisiana Purchase: The U.S., under President Thomas Jefferson, bought the Louisiana territory from France, under the rule of Napoleon, in 1803. The U.S. paid $15 million for the Louisiana Purchase, and Napoleon gave up his empire in North America. The U.S. gained control of Mississippi trade route and doubled its size.

Marbury v. Madison: The 1803 case in which Chief Justice John Marshall and his associates first asserted the right of the Supreme Court to determine the meaning of the U.S. Constitution. The decision established the Court’s power of judicial review over acts of Congress.

Missouri Compromise: two-part compromise granting Missouri’s request for statehood as a slave state, but also admitting Maine as a free state; also passed a measure that drew an imaginary line at the 36°30’ line of latitude across the Louisiana Territory, establishing a boundary between free and slave regions.

Monroe Doctrine: United States’ foreign policy in opposition to European colonialism in the Western Hemisphere.

Nationalism: Patriotic feeling, principles, or efforts created as an outcome of the War of 1812. This manifested itself in American literature, the expansion of our military, the revival of the National Bank, and our national anthem.

Neutrality: America staying out of affairs with foreign countries.

Proclamation of Neutrality: Formal announcement issued by U.S. President George Washington on April 22, 1793, that declared the nation neutral in the conflict between France and Great Britain. It threatened legal proceedings against any American providing assistance to any country at war.

War of 1812: Known as the Second American Revolution. United States fought against Great Britain over the British seizure of American ships and impressment of sailors, American belief that British were arming Native Americans and inciting them to riot, and American “War Hawks” wanting to annex Florida and Canada.

Washington’s Farewell Address: First published in a Philadelphia Newspaper, never delivered by Washington. This address helped to remove Washington from being considered for a third term. In his address, he warned against political parties, the importance of unity, and the dangers of permanent alliances.
**Whiskey Rebellion:** Tax protests in the United States beginning in 1791 during the presidency of George Washington. The so-called “whiskey tax” was the first tax imposed on a domestic product by the newly formed federal government. President Washington sent in troops to put down the rebellion, which showed the force of the new federal government.

**XYZ Affair:** Affair between the United States and France in which French made a series of demands. These demands included: 50,000 pounds of silver, a ten million dollar loan, a formal apology, and a $250,000 bribe. This resulted in French resentment in America and almost resulted in war.
**Historical Information Related to the Writing Task**

Points in bold comprise the basic framework of the Writing Task. Main points and sub topics should be adequately supported by relevant details. An asterisk (*) denotes selected details which may be present in top-level responses.

**Main Point I: Foreign Policy Challenges**

Sub Topic A: Challenges of responding to the war between Great Britain and France

1. Problem: Impressment and violations of freedom of the seas
   a. **George Washington**: Proclamation of Neutrality, Jay’s Treaty*, Washington’s Farewell Address
   c. **Thomas Jefferson**: Embargo Act*
   d. **James Madison**: War of 1812

Sub Topic B: Challenges of protecting American sovereignty

1. Problem: Disrespect by foreign countries
   a. **George Washington**: Pickney’s Treaty*
   b. **Thomas Jefferson**: Louisiana Purchase, Quasi-War with France*, Barbary Pirates*
   c. **James Monroe**: Monroe Doctrine, Adams-Onis Treaty*

**Main Point II: Political Challenges**

Sub Topic A: Challenges of political agreements

1. Problem: Disagreements over the interpretation of the Constitution
   a. **George Washington**: Washington’s Cabinet, Creation of the first two-party system: Hamilton (Federalist) vs. Jefferson (Democratic-Republicans)
   b. **John Adams**: Alien and Sedition Acts
   d. **James Madison**: Debate over War of 1812
   e. **James Monroe**: Missouri Compromise
Main Point III: Economic Challenges

Sub Topic A: Challenges of strengthening the American economy

1. Problem: Weak economy after the American Revolution
   a. George Washington: Hamilton’s Financial Plan, Whiskey Rebellion*
   b. Thomas Jefferson: Embargo Act*
   c. James Madison: Impressment, War of 1812
   d. James Monroe: Henry Clay’s American System, Panic of 1819
Part Three: Scoring Rubrics

This section includes the official High School Gateway Scoring Rubrics for each of the three domains and tips for using the rubrics.

- Scoring Rubrics
- The Writing Self-Check

Within each domain of the rubric, there is a range of skill. Some Gateway student responses will fit all the bulleted descriptions of a score point, but many responses may only fit most of the bulleted descriptions for a score point and some of the bulleted descriptions for an adjacent score point. The Gateway Rubrics are not a checklist. For example, if a response does not meet each and every bulleted description of a “3” in Expression of Academic Knowledge, the response could still be a “3” in that domain. Some “3” level responses may demonstrate the control of a “2” or a “4” in parts of the response, but overall the majority of the response demonstrates a sufficient level of control.
## High School Gateway Writing Assessment in Social Studies – Scoring Rubrics

### Domain 1: Expression of Academic Knowledge (KNO).
The degree to which the writer demonstrates a depth of understanding through analysis, synthesis, and application of facts, concepts, and principles relevant to the assigned task.

<table>
<thead>
<tr>
<th>Components and Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Prior Knowledge</td>
</tr>
<tr>
<td>- accuracy and relevance of information</td>
</tr>
<tr>
<td>- amount of prior knowledge</td>
</tr>
<tr>
<td>● Use of Documents</td>
</tr>
<tr>
<td>- Analysis and interpretation of the task and provided documents</td>
</tr>
<tr>
<td>● Depth of Development</td>
</tr>
<tr>
<td>- Application and explanation of relevant social studies facts, concepts, and historical events</td>
</tr>
<tr>
<td>● Use of Academic Vocabulary</td>
</tr>
</tbody>
</table>

### Consistent control of the components of Expression of Academic Knowledge. The response is characterized by most or all of the following:
- Considerable relevant and correct prior knowledge
- Consistently correct interpretation and application of provided documents
- Effective analysis and interpretation of important relationships implicit in the writing task; conclusions are supported with accurate factual information
- Well-developed descriptions of relevant social studies facts, concepts and historical events that go beyond the provided documents
- Extensive use of social studies vocabulary in the response (from within and beyond the provided documents)

All parts of the task are explained comprehensively.

### Sufficient control of the components of Expression of Academic Knowledge. The response is characterized by most or all of the following:
- Generally relevant and correct prior knowledge
- Generally correct interpretation and application of provided documents
- Analysis and interpretation of some important relationships implicit in the writing task, but some conclusions may not be explained
- Sufficiently developed descriptions of relevant social studies facts, concepts and historical events
- Adequate social studies vocabulary (from within and beyond the provided documents)

The majority of the task is explained with sufficient detail.

### Limited control of the components of Expression of Academic Knowledge. The response is characterized by most or all of the following:
- Insufficient prior knowledge (mixture of correct, irrelevant, and incorrect prior knowledge)
- Over-reliance on information from the provided documents
- Partially addresses relationships with a mixture of correct and incorrect analysis, and conclusions are not explained
- Minimally developed descriptions of social studies facts, concepts and historical events; irrelevant information may be present. Demonstration of competence may be limited by the brevity of the response
- Some social studies vocabulary used correctly (may be limited to vocabulary used in the provided documents)

Incomplete explanations are given to address the task.

### Lack of control of the components of Expression of Academic Knowledge. The response is characterized by most or all of the following:
- Incorrect, irrelevant, unclear prior knowledge; or information is only copied from the documents
- Inappropriate or no use of provided documents
- Relationships are not addressed or attempts to address relationships are inaccurate, irrelevant, or unclear
- Inadequate descriptions of social studies facts, concepts, and historical events; OR insufficient student writing (due to brevity, repetition, or copying from the provided documents) to determine competence
- Little attempt to use social studies vocabulary; word choice is inaccurate, imprecise, inappropriate and/or confusing

Incorrect or unclear explanations are given to address the task.
High School Gateway Writing Assessment in Social Studies – Scoring Rubrics

**Domain 2: Organization of Academic Ideas (ORG).** The degree to which the writer’s ideas are arranged in a clear order and the overall structure of the response is consistent with the parts of the assigned task.

<table>
<thead>
<tr>
<th>Components and Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Overall Plan/Organizational Strategy</td>
</tr>
<tr>
<td>Appropriate to the Assigned Task</td>
</tr>
<tr>
<td>● Introduction/Body/Conclusion</td>
</tr>
<tr>
<td>- Transitioning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Consistent control of the components of Organization. The response is characterized by most or all of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Effectively establishes and maintains a controlling idea, organizational structure and academically appropriate tone.</td>
</tr>
<tr>
<td>● Establishes and maintains a coherent organizational structure that contributes to the development of the writer’s ideas.</td>
</tr>
<tr>
<td>● Effective use of topic sentences to develop complex paragraphs.</td>
</tr>
<tr>
<td>● Conclusion flows from information presented and provides closure</td>
</tr>
<tr>
<td>● Uses effective and varied transitions purposefully to advance his/her ideas.</td>
</tr>
</tbody>
</table>

*Maintains focus and control throughout the essay.*

<table>
<thead>
<tr>
<th>Sufficient control of the components of Organization of Academic Ideas. The response is characterized by most or all of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Establishes a controlling idea, organizational structure and academically appropriate tone with minimal inconsistencies. (ELA_21a, 23).</td>
</tr>
<tr>
<td>● Uses an organizational structure and demonstrates purposeful efforts to develop the topic and create a coherent organizational structure with minimal inconsistencies. (ELA_21a, 23).</td>
</tr>
<tr>
<td>● Uses topic sentences that build on the controlling idea and assist in maintaining a clear organizational structure (ELA_21a).</td>
</tr>
<tr>
<td>● Conclusion summarizes the information presented (ELA_21g).</td>
</tr>
<tr>
<td>● Uses transitions to contribute to the focus of the writing (ELA_21a, 23).</td>
</tr>
</tbody>
</table>

*Focus and control are present through the majority of the essay.*

<table>
<thead>
<tr>
<th>Limited control of the components of Organization of Academic Ideas. The response is characterized by most or all of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Attempts with some success to establish a controlling idea, organizational structure and academically appropriate tone.</td>
</tr>
<tr>
<td>● Develops an essay that is limited in focus. Establishes an appropriate organizational structure.</td>
</tr>
<tr>
<td>● Inconsistent use of topic sentences; some are unclear or do not contribute to the overall organizational structure.</td>
</tr>
<tr>
<td>● Conclusion does not adequately summarize the information presented</td>
</tr>
<tr>
<td>● Uses some transitions to support the controlling idea and provide guidance for the reader.</td>
</tr>
</tbody>
</table>

*Focus and control are inconsistent or limited*

<table>
<thead>
<tr>
<th>Lack of control of the components of Organization of Academic Ideas. The response is characterized by most or all of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Fails to establish a controlling idea, organizational structure, or academically appropriate tone.</td>
</tr>
<tr>
<td>● Essay is incoherent and / or disorganized.</td>
</tr>
<tr>
<td>● Does not produce topic sentences OR uses topics sentences that are unclear or do not contribute to the organizational structure.</td>
</tr>
<tr>
<td>● Conclusion is not present OR conclusion is ineffective or off topic.</td>
</tr>
<tr>
<td>● Does not use transitions OR uses transitions that are weak or illogical.</td>
</tr>
</tbody>
</table>

*Lacks focus and control*
## High School Gateway Writing Assessment in Social Studies – Scoring Rubrics

### Domain 3: Conventions (CON). The degree to which the writer effectively uses spelling, sentence structure and verb tense, and punctuation.

<table>
<thead>
<tr>
<th>Components and Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Spelling (domain specific words, uses sources)</td>
</tr>
<tr>
<td>• Sentence Structure and Verb Tense (variety and effect for different purposes)</td>
</tr>
<tr>
<td>• Punctuation (internal punctuation, citation of original sources, etc.)</td>
</tr>
</tbody>
</table>

### Consistent control of the components of Conventions. The response is characterized by most or all of the following:

- Majority of words spelled correctly with evidence of using provided documents to be sure the words in his / her writing were spelled correctly.
- Simple, complex, and compound sentences are consistently clear and generally effective
- Sentences vary in length and structure
- Most elements of usage are consistently correct; accurate, specific words
- Most elements of mechanics are consistently correct

*Errors are generally minor and do not interfere with meaning.*

### Sufficient control of the components of Conventions. The response is characterized by most or all of the following:

- Mixture of correct and incorrect spelling with evidence of using provided documents to be sure the words in his / her writing were spelled correctly.
- Majority of sentences are formed correctly, but there may be some fragments and run-ons
- Some variation in sentence length and structure
- Majority of response contains correct usage and mechanics, but there may be some errors in each element

*Few errors interfere with meaning.*

### Limited control of the components of Conventions. The response is characterized by most or all of the following:

- Mixture of correct and incorrect spelling with minimal or no evidence of using provided documents to be sure the words in his / her writing were spelled correctly.
- Limited or simple control of the components of conventions & fluency
- Simple sentences are formed correctly, but there are fragments and run-ons
- Little variation in sentence length and structure
- Mixture of correct and incorrect instances of usage and mechanics

*Some errors may interfere with meaning. Demonstration of competence limited by the brevity of the response.*

### Lack of control of the components of Conventions. The response is characterized by most or all of the following:

- Incorrect spelling and writer did not use resources to be sure the words in her writing were spelled correctly.
- Frequent sentence fragments, run-ons, and incorrect sentences
- Lack of sentence variety
- May contain frequent and severe errors in both usage and mechanics

*Errors may interfere with or obscure meaning. Insufficient student writing (due to brevity or copying from the provided documents) to determine competence.*
The Gateway Writing Assessment in Social Studies Writing Self-Check

Use this self-check as a way to identify the current level of your response.

Once you have identified where you are, use the description of the next level to:

• Set realistic goals
• Revise your work
• Identify where to focus your attention in learning
• Track your progress before you take the Gateway Assessment

Expression of Social Studies KNOWLEDGE- 50%

How well do I demonstrate my knowledge in U.S. History?

<table>
<thead>
<tr>
<th>Level 1 Response</th>
<th>Incorrect Information; irrelevant information; documents used incorrectly; no historical relationship addressed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2 Response</td>
<td>Little prior knowledge; partial explanation of historical relationships and ideas; incomplete explanations given.</td>
</tr>
<tr>
<td>Level 3 Response</td>
<td>Generally relevant and correct prior knowledge; analysis and understanding of historical relationships is within ideas, but may not always be clearly connected.</td>
</tr>
<tr>
<td>Level 4 Response</td>
<td>Large amount of relevant and correct prior knowledge; consistent analysis and understanding of historical relationships and ideas that are clearly connected.</td>
</tr>
</tbody>
</table>
**ORGANIZATION of Social Studies Concepts - 40%**

How well did I sequence and link my ideas?

<table>
<thead>
<tr>
<th>Level 1 Response</th>
<th>Majority of ideas are not grouped or sequenced.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2 Response</td>
<td>Limited grouping and sequencing; may lack introduction and conclusion.</td>
</tr>
<tr>
<td>Level 3 Response</td>
<td>Introduction, body, and conclusion are utilized; ideas grouped in body paragraphs.</td>
</tr>
<tr>
<td>Level 4 Response</td>
<td>Appropriate grouping &amp; sequencing; varied transitions; introduction establishes a controlling idea and conclusion summarizes.</td>
</tr>
</tbody>
</table>

**CONVENTIONS - 10%**

How much control did I demonstrate in spelling, sentence structure & verb tense, and punctuation & capitalization?

<table>
<thead>
<tr>
<th>Level 1 Response</th>
<th>Errors make it difficult to make any meaning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2 Response</td>
<td>Limited or uneven control of spelling, sentence structure &amp; verb tense, punctuation &amp; capitalization; words from documents spelled incorrectly.</td>
</tr>
<tr>
<td>Level 3 Response</td>
<td>Sufficient control of spelling, sentence structure &amp; verb tense, punctuation &amp; capitalization.</td>
</tr>
<tr>
<td>Level 4 Response</td>
<td>Consistent control of spelling, sentence structure &amp; verb tense, punctuation &amp; capitalization.</td>
</tr>
</tbody>
</table>
Part Four: Gateway Social Studies
Scoring Domains

- Domain 1: Expression of Academic Knowledge
- Domain 2: Organization of Academic Ideas
- Domain 3: Conventions
Domain 1: Expression of Academic Knowledge (KNOW)

Academic Knowledge

Prior Knowledge  Use of Documents  Depth of Development  Use of Academic Vocabulary
Domain 1: Expression of Academic Knowledge

Overview Statement: The degree to which the writer demonstrates a depth of understanding through analysis, synthesis, and application of facts, concepts, and principles relevant to the assigned task.

Components:
- Prior Knowledge
- Use of Documents
- Depth of Development
- Use of Academic Vocabulary

Continuum of Knowledge

How much correct prior knowledge, development, and academic vocabulary does the writer include in the response?

Score 1:
Incorrect or unclear explanations are given to address the task.

Score 2:
Incomplete explanations are given to address the task; overreliance of information from documents.

Score 3:
The majority of the task is explained with sufficient detail; generally appropriate use of the documents.

Score 4:
All parts of the task are explained comprehensively.

The Knowledge domain involves the degree to which the writer addresses each part of the Gateway task. Gateway Social Studies test forms have three parts, and students are required to answer all of them. High level responses address all parts of the writing task thoroughly. Mid-level responses address most parts of the writing task with some detail. Low level responses may only address a small part of the task or do not address the assigned task with clarity and correctness.
Component 1: Prior Social Studies Knowledge

Elements of Prior Knowledge:
- Accuracy and relevance of information
- Amount of prior knowledge

Prior Knowledge is any relevant, correct knowledge which is not included in the historical background or in the provided documents of a Gateway Test Form. Student writers are expected to include some prior knowledge in each part of their responses. It is important to be familiar with the provided documents in order to correctly gauge the amount of prior knowledge demonstrated in a student response. Please keep the Writing Task and Documents out at all times for reference while scoring student work.

Note: students are not required to include these specific pieces of prior knowledge; there are many other facts and historical concepts that students can include that would give them credit in the Knowledge domain.

Examples of Relevant Prior Social Studies Knowledge

Prior Knowledge Related to Bullet 1 (Explain how the first five presidents responded to foreign policy challenges.):
- Proclamation of Neutrality
- XYZ Affair
- Barbary Pirates
- Quasi War with France
- Jay Treaty with Britain (1794)
- Pinckney Treaty with Spain (1795)
- Creation of the U.S. Navy
- Impressment

Prior Knowledge Related to Bullet 2 (Explain how the first five president responded to political challenges.):
- Precedents set by George Washington
- Formation of Presidential Cabinet
- Formation of Political Parties: Federalists and Democratic-Republicans
- Strict construction vs. loose construction
- Defining the role of a central government
- Alien and Sedition Acts
- Kentucky and Virginia Resolutions
- Election of 1800
- Louisiana Purchase
- Marbury v. Madison
- Missouri Compromise
Prior Knowledge Related to Bullet 3 (Explain how the first five presidents responded to economic challenges.)

- Paying down the national debt
- Whiskey Rebellion
- Embargo Act of 1807
- Debate over the Bank of the United States
- Panic of 1819
- Henry Clay’s American System

Component 2: Use of Documents

Elements of Use of Documents:
- Analysis and interpretation of the task and provided documents.

Documents are provided with each form of the Gateway Social Studies Assessment. These documents may include photographs, maps, diagrams, flow charts, political cartoons, charts, and timelines. The purpose of these documents is to provide historical information to interpret as well as to cue students to their prior knowledge about each social studies topic. Appropriate use of the provided documents involves correctly interpreting and applying the information in the documents to answer each part of the assigned task. Inappropriate use involves copying statements verbatim from the documents without a citation or explanation, or interpreting the information incorrectly.

Examples of Documents Used Correctly:

The writer correctly uses Document A to explain the purpose and significance of Washington’s Farewell Address to warn against the divisiveness of political parties and the cost of entangling alliances with foreign nations.

The writer correctly uses Document B to describe Alexander Hamilton’s Financial Plan and its economic impact on the development of the United States.

The writer correctly uses the map in Document C to explain westward expansion and land acquisition as a result of the Louisiana Purchase. The writer may also interpret the quote from Thomas Jefferson by:

“President Jefferson commissioned Lewis and Clark (Document C) to explore the land gained through the Louisiana Purchase with the intent to expand the nation, which would prevent other European countries from colonizing North America (Document E).”

The writer may interpret the quote from James Madison by:

“President Madison’s War Message to Congress in 1812 justified the reasons for the
declaration of war against the British due to the impressment of soldiers and violations on the seas (Document D).

Examples of Documents Used Incorrectly:

The writer incorrectly interprets the map in Document C.

“In Document B, Alexander Hamilton’s Financial Plan had a negative impact on the country because the American people could not afford to pay off the national debt. The farmers benefitted from the protective tariff and the whiskey tax.”

The writer incorrectly uses information from the “Citing Sources” page rather than the documents related to the Social Studies Task:

“Winston Churchill, in Closing the Ring, states that if the United States, Britain, and Russia remain allies, lasting peace is possible. The depth of Challenger Deep is put into perspective with the knowledge that one would have “to stack 26 Empire State Buildings (430 meters tall) on top of one another to reach the surface of the ocean from the bottom” (Document B).

Component 3: Depth of Development

Elements of Depth of Development:

- Application and explanation of relevant social studies facts, concepts, and historical events

Depth of Development involves the level of historical understanding demonstrated in a student response. Writers achieve depth by analyzing, interpreting, and synthesizing the facts, concepts and principles inherent in each Gateway assigned task and by describing historical events.

Analysis, synthesis, and interpretation are tools that a writer uses to demonstrate how specific historical facts relate to larger, more general concepts and principles of U.S. History (often referred to as the “big picture.”). The writer accomplishes this by explaining why historical events occurred in addition to describing what occurred.

Gateway social studies writing tasks require the student to both recognize and explain the relationships in a sequence of historical events. Explaining causes and effects is one way writers can demonstrate an understanding of historical relationships. Drawing conclusions and defending them with evidence from prior knowledge is another way of demonstrating an understanding of concepts and principles in history. In high level Gateway student responses, the writer’s analysis is explicit, not implied.

The amount of depth in a student response is based on the degree to which the writer elaborates the explanations of each part of the assigned task. Writers are expected to provide evidence to
justify their interpretations of historical events. Effective elaboration consists of details that are specific, relevant, correct, and fully explained.

Analysis and Interpretation for the Released Prompt

Much of the analysis and interpretation in the responses involves explaining the impacts of the First Five Presidents of the United States and analyzing the challenges that they faced. How did George Washington’s Presidency set precedents for future presidents? What were the issues that they faced in their relationships with other countries, and how did this impact future development of foreign policy? How did the formation of political parties and other domestic political challenges impact the foundation of politics in the United States? What policies were enacted that formed the economic development of the United States? Students also get credit for correctly interpreting the documents or explaining their significance.

Terms that Signal Analysis and Interpretation

The following are some of the words and phrases that may signal to the reader when a student is attempting to explain cause/effect relationships or comparisons that serve as analysis and interpretation:

- This led to…
- Because of…
- As a result…
- Since…
- Factors that led to…
- Caused…
- The reason why…
- This means…
- Sought to…
- This allowed…
- Therefore…
- Due to…

Interpretation of Documents – Release Prompt Examples

- Document A shows George Washington’s views on neutrality and warnings against forming political parties.
- Document B provides information on Hamilton’s financial plan to strengthen the U.S. economy.
- Using the map in Document C to discuss the new land acquired from France, explain the growth of the resources available for the economy, and the quote to discuss the political challenges of how to govern the Louisiana Purchase.
- Using the excerpt in Document D to explain James Madison’s war message to Congress and his reasoning for going to war with Great Britain in the War of 1812.
- Using the political cartoon in Document E, which implies United States’ stance on foreign policy to keep European countries out of the Western Hemisphere.
Component 4: Use of Academic Vocabulary

Student writers are expected to use correct social studies vocabulary in their responses. Some social studies vocabulary is included in the Historical Background of the test form and in the documents provided to cue the students’ prior knowledge. It is appropriate for students to use the terms that are provided in the documents; however, it is expected that students will add additional vocabulary in constructing their responses.

Examples of Relevant Social Studies Vocabulary for the Released Prompt

Alien and Sedition Acts
American System
Democratic-Republicans
Election of 1800
Embargo Act of 1807
Era of Good Feelings
Federalists
Hamilton’s Financial Plan
Impressment
Judicial Review
Kentucky and Virginia Resolutions
Louisiana Purchase
Marbury v. Madison
Missouri Compromise
Monroe Doctrine
Nationalism
Neutrality
Proclamation of Neutrality
War of 1812
Washington’s Farewell Address
Whiskey Rebellion
XYZ Affair
A Final Note on Knowledge:

Anything that is correct and relevant that cannot be found in the Historical Background, Writing Task, or Documents is considered prior knowledge. That is also why you must keep the Writing Task and Documents out for reference at all times during scoring.

Here are just a few examples of:

<table>
<thead>
<tr>
<th>What <strong>can</strong> be found on the Writing Task and Documents Page:</th>
<th>What <strong>cannot</strong> be found on the Writing Task and Documents Page:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guiding principles of the U.S. Constitution</td>
<td>Specific powers issued in Article II of the U.S. Constitution regarding the role of the Executive.</td>
</tr>
<tr>
<td>The timeline is provided to give historical context for the first five Presidents</td>
<td>The context and background information about these events is not provided in the timeline.</td>
</tr>
<tr>
<td>President George Washington, George Washington’s Farewell Address</td>
<td>The precedents he set including: the two term limit and giving a Farewell Address. The role of the federal government in domestic issues including the Whiskey Rebellion as well as establishing our role in world affairs with the Proclamation of Neutrality.</td>
</tr>
<tr>
<td>The parts of Alexander Hamilton’s Financial Plan</td>
<td>Cause and effect of the Whiskey Rebellion, Constitutional debates over the National Bank, or the compromise to move the capital of the United States to Washington, D.C. in order to pass the plan of assumption of state debt.</td>
</tr>
<tr>
<td>President John Adams</td>
<td>Issuing the Alien and Sedition Acts and the scandal behind the XYZ Affair or the ongoing undeclared naval war with France afterward (Quasi War)</td>
</tr>
<tr>
<td>President Thomas Jefferson</td>
<td>Being the leader of the Democratic-Republicans and his strict interpretation of the U.S. Constitution. Conflict with adhering to Constitutional interpretation beliefs and abandoning them with the purchase of the Louisiana territory. Reasons behind issuing the Embargo Act of 1807.</td>
</tr>
<tr>
<td>Louisiana Purchase</td>
<td>The purchase from France and Napoleon Bonaparte. The ability to correctly interpret a map.</td>
</tr>
<tr>
<td>Lewis and Clark</td>
<td>The journal and artifacts collected from their journey through the Louisiana territory. The guide Sacajawea.</td>
</tr>
<tr>
<td>President James Madison</td>
<td>Effects of the War of 1812 on the development of American nationalism.</td>
</tr>
<tr>
<td>President James Monroe</td>
<td>“Era of Good Feelings”</td>
</tr>
<tr>
<td>President James Madison’ War Message to Congress, War of 1812</td>
<td>War of 1812 Causes and Effects</td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Monroe Doctrine</td>
<td>The purpose and effect of foreign policy in regards to the issuing of the Monroe Doctrine.</td>
</tr>
</tbody>
</table>
Domain 2: Organization of Academic Ideas (ORG)
Domain 2: Organization of Academic Ideas

Overview Statement: The degree to which the writer’s ideas are arranged in a clear order and the overall structure of the response is consistent with the parts of the assigned task.

Components:
- Overall Plan/Organizational Strategy Appropriate to the Assigned Task
- Introduction/Body/Conclusion
- Linking Ideas

Continuum of Organization

How well does the writer sequence and link ideas?

Score: 1  
Lacks focus and control

Score: 2  
Focus and control are inconsistent or limited

Score: 3  
Focus and control are present through the majority of the essay.

Score: 4  
Maintains focus and control throughout the essay.
Component 1: Overall Plan/Organizational Strategy

All effective writing requires planning and structure to communicate meaning to the reader. Social Studies writing is no exception. Students taking the Gateway Writing Assessment for Social Studies are expected to write a coherent essay that uses and explains social studies vocabulary, facts, concepts, and events. Student responses should have a clear introduction, body, and conclusion that are appropriate to formal social studies writing. Within that format, students should group and sequence their ideas in a manner appropriate to the writing task. Effective writers intentionally organize their writing to maintain focus on the established controlling idea.

Grouping: In order to effectively group social studies ideas, the writer must first understand the logical relationships between specific social studies facts and the larger social studies concepts. Grouping ideas is not the same element of writing as formatting paragraphs. Even if a writer fails to correctly format paragraphs, social studies ideas may still be grouped logically. Logical grouping and sequencing of social studies ideas enhances the flow of ideas and leads the reader through the response more effectively than explicit announcements and structures.

Component 2: Introduction, Body, Conclusion

Introduction: An effective introduction should establish the controlling idea for the essay and set the stage for the development of the writer’s ideas. The purpose of an introduction is to establish the topic of the response and its overall context in the field of U.S. History. It is not necessary for the writer to announce each subject that will be explained in the paragraphs that follow. Addressing some of the major themes related to the task is an effective starting point. An effective introduction to the American Revolution could begin by explaining why and how the Colonists’ attitudes toward British rule began to change. An ineffective introduction often repeats the information provided in the historical background of the writing task.

Body: The body of a Gateway response should be organized into clear paragraphs that use topic sentences effectively to develop the controlling idea. Each part of the response should be explained using specific vocabulary, details, and historical examples. Effective social studies writing involves defining terms for the reader and providing clear examples to clarify complex events and philosophies.

Conclusion: The purpose of the conclusion is to signal the reader that the response is coming to a close. This can be accomplished in a variety of ways, some of which are more effective than others. Using the final paragraph as an opportunity to make big picture connections related to the assigned topic and task is more effective than restating information from the introduction or the body of the response. Explaining how the topic is tied to contemporary events can also help the reader understand and remember complex concepts in U.S. History.
Component 3: Linking Ideas

Sequence of Ideas: In responding to the assigned task, students taking the Gateway Writing Assessment for Social Studies may order their ideas in a variety of ways. Writers are not required to put their ideas and details in the order outlined in the bullets in the Writing Task, but many choose to do so. Because the parts of the assigned task are related to a common theme, some writers choose to intertwine these related ideas in their responses and point out the connections to the common theme. When a writer’s ideas are logically sequenced, the reader can better understand the writer’s ideas. Each idea leads naturally into the next idea and links the ideas within each paragraph and between paragraphs.

Transitioning: Transitions may be a single word, a pronoun, a phrase, a complete sentence, or an implicit logic that connects two ideas. Transitions can be found within sentences, between sentences, and between paragraphs. Transitions may be explicit or implicit. Often the most effective transitions are the most subtle ones. There are many different techniques a writer can use to provide connections between ideas because transitions can serve several different purposes. Effective writers intentionally use transitions to support the controlling idea of the essay and present ideas in a manner appropriate to the task (e.g., cause and effect, compare and contrast). Some transitions signal the relationship between the writer’s previous stated ideas and the ideas still to come. Other transitions suggest the relative importance of the ideas being presented.

Examples of Explicit Transition Words
- also, another
- but, however
- for example
- this, therefore, so
- first, second, third, in conclusion
Domain 3: Conventions (CONV)

- Spelling
- Sentence Structure & Verb Tense
- Punctuation & Capitalization
Domain 3: Conventions

Overview Statement: The degree to which the writer demonstrates control of spelling, sentence structure and verb tense, and punctuation and capitalization.

Components:

- Spelling
- Sentence Structure and Verb Tense
- Punctuation and Capitalization

Continuum of Conventions

How much control does the writer demonstrate in spelling, sentence structure & verb tense, and punctuation & capitalization?

Score: 1
Lacks control of spelling, sentence structure & verb tense, punctuation & capitalization.

Score: 2
Limited or uneven control of spelling, sentence structure & verb tense, punctuation & capitalization.

Score: 3
Sufficient control of spelling, sentence structure & verb tense, punctuation & capitalization.

Score: 4
Consistent control of spelling, sentence structure & verb tense, punctuation & capitalization.
Component 1: Spelling

Elements of Spelling:

- Spelling
- Standard Word Forms

Spelling: Although spelling may be the most recognizable element of Conventions, it is only one of thirteen elements that contribute to the Conventions score. Because a timed writing assessment provides a limited amount of time for proofreading and editing, student responses often contain multiple spelling errors. To evaluate the writer’s control of spelling, consider the proportion of correctly spelled words to incorrectly spelled words. Ten spelling errors may seem like a serious error, but if there are 300 words spelled correctly in the response, then consistent control of spelling has been demonstrated. For the Gateway assessment, students are provided with documents to use in supporting their essay, and the effective writer will utilize the documents to ensure the academic vocabulary used in the essay and also present in the documents is spelled correctly.

It is also important to consider the severity of the writer’s spelling errors. Do they obscure meaning? Also, some academic or scientific terms are difficult to spell even for the average adult. Some writers misspell simple words, while others attempt to spell more challenging academic or scientific vocabulary words. All of these factors should be considered in evaluating control of spelling.

Standard word forms: Word forms include nouns, adjectives, adverbs, homonyms, plurals, and possessives. Students taking the Gateway assessment are expected to use standard word forms, not slang or texting abbreviations.
Component 2: Sentence Structure & Verb Tense

Elements of Sentence Structure and Verb Tense:

- Correctness
- Effectiveness
- Complexity
- Variety
- Subject-Verb Agreement
- Tense

A sentence is a group of words that contains a subject and a verb. Only original writing is scored. Sentences directly copied from the prompt are disregarded in determining the Sentence Formation score.

Sentence Correctness: A correct sentence is one that contains a subject and a verb and expresses a complete thought. Because a timed writing assessment provides a limited amount of time for proofreading and editing, student responses often contain incorrect sentences. Sentence errors can take the form of incomplete sentences (fragments), run-on sentences, or missing end punctuation. A single incorrect sentence will not determine the entire Conventions score for a student response. Even a “4” level response in Conventions may have an occasional sentence error. Evaluating this component of sentence structure involves looking at the proportion of correct sentences to incorrect sentences in a student response and asking: are the majority of the sentences correct or incorrect? For example, two incorrect sentences in a response with a total of only five sentences represents a significantly higher percentage of error than two incorrect sentences in a response with 35-50 correct sentences.

It is also important to understand that sentence fragments may be used intentionally by a writer for effect. In these instances, a writer is demonstrating advanced writing skills as he/she has demonstrated a complex understanding of how to effectively manipulate language to suit his/her purpose.

Social Studies Example (as introductory sentences to an essay):

Washington. Adams. Jefferson. Madison. Monroe. For most Americans, these names immediately invoke a sense of patriotism and history. These five men were the first leaders of our new country and set the precedents all subsequent leaders have used to guide them in leading our democracy. These precedents …
Sentence Effectiveness: This element concerns the clarity of a writer’s sentences. A sentence should make sense as an independent unit. It should convey a clear message. When the words of a sentence are arranged in the wrong order, sentence effectiveness and clarity are affected. When a writer overloads a sentence with too many clauses or strings together unrelated ideas, clarity is reduced, and the reader must reread to make sense of the passage.

Sentence Complexity: A sentence may express a single, complete thought or it may express more complex relationships between multiple ideas. For the Gateway assessment, students are expected to control the construction of simple, complex, compound, and compound-complex sentences as they respond to the assigned task.

Sentence Variety: There are many ways sentence construction can be varied: by length, structure, type, and beginning.

- **Length:** the length of a sentence can be varied by the number of words or by the length of individual words with the sentence.

- **Structure:** the structure of a sentence can be simple, compound, complex, or compound-complex.

- **Type:** Sentences can be declarative, interrogative, and imperative.

- **Beginning:** Varying the beginnings of sentences makes the response more engaging to read. Students can vary the subject of the sentence, vary introductory clauses, and vary the types of verbs used to begin each sentence.

- **Subject-verb agreement:** A verb must agree in number with its subject. Singular nouns (he) only agree with singular verb forms (goes), and plural nouns (they) only agree with plural verb forms (go).

- **Verb Tenses:** Verb tenses tell whether an action took place in the past, present, or future. There are about a dozen different verb tenses, but for the purpose of the Gateway Assessment, this rubric focuses on simple past, present, and future tenses.

NOTE: Addendum A “Additional Information about Sentence Formation” provides further notes and examples. Use this addendum to review additional examples as needed to be fully comfortable with this component.
Component 3: Punctuation

Elements of Punctuation:
- Citation of original sources
- Internal punctuation
- End punctuation
- Capitalization
- Paragraph breaks

Citation of Original Sources: As part of the Gateway test materials, students are given the correct format for citation of sources. Because documents that include quotations and text are also provided to cue students’ prior knowledge, students are expected to cite the source of information used in responding to the assigned task.

Internal Punctuation: Internal punctuation is punctuation which falls within the body of a sentence rather than at the end. There are many different types of internal punctuation: commas, apostrophes, quotation marks, semi-colons, and colons. Level 4 writers will demonstrate control of most of these, but not every student response lends itself to quotation marks and colons.

End Punctuation: End punctuation is the use of certain conventional marks (e.g., periods, questions marks) in writing in order to separate elements and make the meaning clear, as in ending a sentence or separating clauses.

Capitalization: There are many categories of words which should be capitalized: the first word of every sentence, proper names, titles, days of the week and month names, some abbreviations, and the first word of directly quoted speech. The use of proper nouns will be common in social studies responses. Each student response provides many opportunities to demonstrate control of this element of Conventions. Single errors in capitalization rarely interfere with meaning and are not considered severe.

Paragraph Breaks: This element deals with the physical formatting of information on the page, and not the organization of information within paragraphs. Each new paragraph should be indented.
**Important Points to Remember when Scoring Conventions**

- In evaluating a student paper in Conventions, the first question to ask is, “How much of this paper is correct?”

- The second question to ask is, “Is there any variety or complexity demonstrated in the paper?”

- Nearly every student paper contains errors. It is the degree of control – the proportion of correct to incorrect instances and the complexity of what is attempted - that determines the Conventions score.

- When evaluating the severity of errors, ask yourself, “How serious are the errors?” “Do they interfere with my understanding of the paper?”

- A student paper might demonstrate strengths in sentences, or usage, or mechanics, or any combination of these.

- Probably the most important elements in determining the overall Conventions score are the proportion of correct sentences and the degree of correct subject-verb agreement. However, there will always be exceptions. In a paper with spelling skills so weak that they obscure the writer’s message, mechanics may take on more importance than sentences or usage.

- As is the case in all scoring domains, a writer may receive a score of “1” for an extremely brief paper.
Addendum A

Additional Information about Sentence Structure

Read the following section to review sentence formation concepts.

**Simple Sentence**
Children watch too much television. They need to spend more time playing outside.

**Compound Sentence** (Coordination)

Children watch too much television, and they need to spend more time playing outside.
Children watch too much television; they need to spend more time playing outside.

**Complex Sentence** (Subordination)

Women should not be involved in ground combat because they might get killed.
Men, who may also be killed, should not be involved in ground combat either.

**Compound - Complex Sentence** (Coordination and Subordination)

Since I raised my grades and I attended church every Sunday, my parents will let me keep my car.

**Co-ordination of elements within a sentence**

Men and women should serve in the military.
They denounced and burned all the copies of Huckleberry Finn.

**Coordinating words**

<table>
<thead>
<tr>
<th>and</th>
<th>but</th>
<th>or</th>
<th>either-or</th>
<th>both-and</th>
</tr>
</thead>
<tbody>
<tr>
<td>yet</td>
<td>so</td>
<td>nor</td>
<td>neither-nor</td>
<td>not only-but also</td>
</tr>
</tbody>
</table>

**Subordinating words**

<table>
<thead>
<tr>
<th>as</th>
<th>if</th>
<th>until</th>
<th>unless</th>
<th>whomever</th>
</tr>
</thead>
<tbody>
<tr>
<td>as if</td>
<td>since</td>
<td>when</td>
<td>who</td>
<td>whose</td>
</tr>
<tr>
<td>because</td>
<td>that</td>
<td>where</td>
<td>whoever</td>
<td>what</td>
</tr>
<tr>
<td>before</td>
<td>whether</td>
<td>whom</td>
<td>whatever</td>
<td></td>
</tr>
</tbody>
</table>
Correct and Incorrect Sentence Forms

Comma splice

Incorrect:
I think we should have a choice, not everyone wants to serve in the military.

Correct:
I think we should have a choice. Not everyone wants to serve in the military.

I think we should have a choice; not everyone wants to serve in the military.

I think we should have a choice because not everyone wants to serve in the military.

Run-on Sentence

Incorrect:
I support the right to freedom of the press we need good journalism to stay informed the Constitution protects this right

Correct:
I support freedom of the press. We need good journalism to stay informed, and the Constitution protects this right.

I support freedom of the press because we need good journalism to stay informed. The Constitution protects this right.
Fragment

Incorrect:
Jeff works hard. Hoping to earn money for a new car.

Correct:
Jeff works hard hoping to earn money for a new car.

Incorrect:
We need stronger laws about driving and cell phones. For texting while driving.

Correct:
We need stronger laws about driving and cell phones, especially for texting while driving.

Functional Fragments
(The examples are considered correct; the writer uses fragments intentionally, for emphasis or stylistic effect.)

The parents were united on this issue. No opposition. No dissenters. Should we share our concerns with the school board? Certainly. And soon.
Part Five: Sample Papers

This section contains 12 student responses written during the Gateway Writing Assessment in Social Studies Field Test. Each response is followed by annotations for Knowledge (KNOW), Organization (ORG), and Conventions (CONV).
Our first five President faced a lot of challenges. George Washington for one he had lead an army to war and won with little support because he was a great leader he did so much, helped so many, he had so much going on, but he had never given. James Madison he was elected 1808, and then in 1812 a war broke out. Luckily for Madison in the 1800 Thomas Jefferson was elected which he made the Louisiana Purchase happen for the common purpose of communication and commerce it helped Madison during his war in 1812. Now back to Washington a few things I didn't mention was the things he had to deal with during his presidency there was the Financial Plan, Proclamation of Neutrality, and whiskey rebellion he had found solutions for these type of situations and so it became a part of history and so known so people would know things to do and not to do so history won't repeat.
Annotations for Paper 1

Expression of Academic Knowledge: 1

This student response received a 1 in Knowledge because the information provided was irrelevant to the prompt or copied from the timeline. An example of irrelevant information includes the following statement, “George Washington for one he had lead a army to war and won with little support…” The student also provided inadequate descriptions of the events, and the writing was insufficient due to brevity and copying from the provided documents. For example, when the student discussed the problems that Washington had to deal with, they listed items off the timeline as seen in the following quote: “There was the Financial Plan, Proclamation of neutrality, and whiskey rebellion.”

Organization of Academic Ideas: 1

This response scores a 1 because it fails to establish a controlling idea. The response does state in the first line “Our first five President faced a lot of challenges.” However, this idea is not controlled throughout the response at all and only restates (in fewer words) the prompt’s question; therefore, failing to maintain control of the controlling idea. The response fails to establish an organizational structure as only one long paragraph is given. No topic sentences nor transitions are present throughout the response. There is no conclusion. Overall, the response lacks focus and control over organization because it is missing many components needed and repeats a lot of information from the timeline in a disorganized manner. In order to score a two, the controlling idea needed to be discussed throughout the response, an organizational structure given (adding more information in more paragraphs) and more transitions should be present to help guide the reader.

Conventions: 1

This response scores a 1 because there is a mixture of incorrect and correct spelling. The majority of the response includes all run-on sentences. For example, “George Washington for one he had lead a army to war and won with little support because he was a great leader he did so much, helped so many, he had so much going on.” Many incorrect sentences can be found, and almost all sentences are simple sentences. There are frequent usage (subject verb agreement) and mechanics (a lot of punctuation) errors found throughout the entire response. For example, “Now back to Washington a few things i didn’t mention was the things the problems he had to deal with during his presidency there was the….” Overall, errors did interfere with meaning.
In this essay, I will be talking about the challenges of the first five presidents and how the challenges impacted the early development in the United States. Challenges for the first president George Washington when he was elected in 1789. One of these challenges was Hamilton’s financial plan. The plan was about repaying debt, making national banks, whiskey tax, and protective tariffs (documents).

The relationship between the United States and European countries was good because they could be allies which means friends that could go to war with other countries.

The political challenge that the United States faced was Washington’s farewell address. Which it’s about other countries having foreign control over a country. Then their was a war of 1812 between and it destroyed our country.

The economic development of the United States was to replace damaged things with new stuff such as laws. After the war Monroe Doctrine was elected and he created the Missouri Compromise to make other countries know that he took land so they wouldn’t have it.

Thus, how challenges impacted the early development of the United States, were they were in condition.
Annotations for Paper 2

Expression of Academic Knowledge: 1

This student response received a 1 in Knowledge because it demonstrated incorrect or irrelevant prior knowledge, and some information was copied from the provided documents. The student listed the parts of Hamilton’s Financial Plan that were provided in Document B, but they did not provide any type of description or analysis related to why the financial plan was needed or how it helped the economy. The student incorrectly said, “The relationship between the United States and European countries was good because they could be allies which means friends that could go to war with other countries,” which demonstrates an inaccurate description of Washington’s foreign policy. The Missouri Compromise was also incorrectly described as “to make sure other countries know that he took land so they wouldn’t have it.”

Organization of Academic Ideas: 2

This response scores a 2 in organization because it attempts to establish a controlling idea in the opening line when it states “In this essay I will be talking about the challenges of the first five presidents and how the challenges impacted the early development in the United States.” This is an attempt at a controlling idea that is limited in focus and not developed in the paragraphs that follow, making the focus limited for the topic. There is an attempt at an organizational structure as it does have paragraphs. The paragraphs, however, are inconsistent in length and are also limited in focus. Only a few transitions are found such as “which, then, and after” which only begins to guide the reader, but is an attempt to do so. The conclusion does not adequately summarize the information provided. Overall, this response is just enough to score a 2 because it had limited control of ideas with little to no transitions, and it attempted an organization.

Conventions: 2

This response scores a 2 in conventions because it has a mixture of correct and incorrect spelling with minimal evidence in using the documents. Almost every sentence is a simple sentence, but a small variation in length (along with a few complex sentences) can be found. For example, “The political challenges that the United States face was Washington’s farewell address which it’s about other countries having total control over a country.” There is a mixture of correct and incorrect instances of usage and mechanics. Overall, some errors interfere with meaning, but the response shows limited control over components.
Document A. The Washington's Farewell Address. The farewell address was to allow trade with any portion of the foreign world. The farewell address Read was ruled by one person which was called tyranny. President

Document B. The Hamilton's financial plan of 1790-1792. The Hamilton's financial plan was a system to help the U.S. The Hamilton's financial plan was to pay off the Federal debt. The Hamilton's plan also was to create a U.S. bank and help hold tax money and make loans. The whiskey tax was apart of Hamilton's financial plan it help put federal tax on Alcohol which made money for the Federal Government. protective Tariff was also apart of Hamilton's plan it help to put tax on imported goods. The protective Tariff help the U.S. manufacturing.
(Document C) The Louisiana Purchase of 1803-1807. The Louisiana Purchase was to explore the Missouri River. The president during the time of the Louisiana Purchase was Thomas Jefferson. Thomas Jefferson had sent Lewis and Clark to explore the land. Thomas Jefferson had purchased the land. The Louisiana Purchase had doubled the size of the United States.

(Document D) President James Madison's war message to Congress, June 1, 1812. The message was British cruisers were violating the American flag. President James Madison did not want people violating the American flag. The British extended to neutral vessels where the laws of nations and the laws of the country which the vessels would belong.
Annotations for Paper 3

Expression of Academic Knowledge: 1

This student response received a 1 in Knowledge because it demonstrated incorrect or irrelevant prior knowledge, inappropriate use of the provided documents, and failed to address relationships between the documents and the writing task. For example, the student provided the following incorrect description for Washington’s Farewell Address: “The farewell address was ruled by one person which was called tyranny.” The student provided some correct prior knowledge that was irrelevant to the writing task, such as “Thomas Jefferson had sent Lewis and Clark to explore the land” and “The Louisiana Purchase had doubled the size of the United States.” These are correct statements, but they do not help address the writing task. The student also copied or simply restated the document when they described Document D.

Organization of Academic Ideas: 1

This response scores a 1 because it fails to establish a controlling idea. The response only explains each document in vague detail creating a paragraph for each document. This paragraph is the only attempt at an organizational element throughout the entire response because it does create an organizational structure with paragraphs. However, the response does not produce topic sentences, transitions, or a conclusion within that organizational structure. This response lacks structure, focus, and control because it only detailed the documents given.

Conventions: 2

This response scores a 2 in Conventions because some errors may interfere with meaning. The response has a mixture of correct and incorrect spelling such as “adress, dept, and violoting”. The response is limited with almost all simple sentences only provided. Run-on sentences such as “The Whiskey Tax was apart of Hamilton’s Financial plan it help put federal tax on alcohol which made money for the Federal Government.” The response also has a few sentence fragments such as “Political cartoon of the Monroe Doctrine of 1823”. There is little variation in sentence length and structure, and there is a mixture of correct and incorrect instances of usage and mechanics. For example “The Protective Tariff help the U.S. manufacturing.” Overall, there are some errors, but only some interfere with meaning.
In the late 1700's the United States were just starting to come up as a nation and start creating government rules and starting politics and political parties for the first time. This all started with the election of George Washington as our first president in US History. Washington was president from 1789 to 1796 and he is known as one of the greatest Presidents of all time and the Father of the USA. In 1793 George Washington introduced the Proclamation of Neutrality, which was made to avoid conflict with foreign countries. During Washington Presidency, Alexander Hamilton had an idea known as the Financial Plan (Document B). This plan of Alexander Hamilton changed the United States forever; this day. In Washington last year he wrote his farewell address which says to stay neutral to avoid conflict with other countries and avoid desperation (document A).

To stay neutral was a goal for the United States because they were trying to stay close to Washington farewell address but conflict came together. In 1809 President Thomas Jefferson was elected. Thomas Jefferson was the reason the USA got larger by purchasing the Louisiana Purchase, but he also had to break laws and rules in the Constitution to get this land which made his actions unconstitutional. Also, President Jefferson made the Embargo Act which allowed him to stop trade with any country in 1807. President James Madison was elected. When he was elected he had a conflict with foreign countries which caused War of 1812. The 5 first presidents all had conflict with foreign countries and people in these countries which made the US what it is today.

The United States economy started developing after all these conflicts.
because the U.S. started learning from their mistakes and gaining knowledge from things like war and prority elections and etc. All of the Constitution's origins stemmed from the early history of U.S. Constitution.
Annotations for Paper 4

Expression of Academic Knowledge: 2

This paper reflects a level 2 in knowledge as it partially addresses the relationships in the writing task, but analysis is minimal and conclusions are not explained. The student mostly is writing facts, in the correct periods though, but these facts are not used to explain the political, economic, or foreign policy challenges of the first five presidents. The student mentions the idea of being neutral, but only lists the foreign policy of events and does not conclude the challenges just stating that the first five presidents had conflicts. The student briefly mentions the economy but provides no specific evidence to support the economic challenges. The student also heavily relies on documents for the knowledge they provide. Much of the knowledge provided comes from the documents such as the financial plan, the farewell address, Louisiana Purchase, the Embargo Act (timeline), the War of 1812 (timeline). Demonstration of competence is also limited due to brevity. Due to the lack of prior knowledge and coupled with insufficient analysis this paper is a level 2.

Organization of Academic Ideas: 2

This response is just enough to score a 2 in organization. The response does not have a true controlling idea. However, the statements of “The 5 first presidents all had conflict with foreign countries and people in these country which made the US what it is today.” and “All of the conflicts impacted the early history or U.S. constitution.” These two sentences, although in the incorrect spot, show an attempt at a controlling idea. There is also an attempt at organization as it does have paragraphs. There are no topic sentences present in the response. The response has a few transitional words such as “during and also”. The conclusion does not adequately summarize the information provided. Overall, because it has an attempt at controlling ideas but is limited in it, has very little transitions, and attempted an organization, it is “just enough” to score a level 2.

Conventions: 2

This response scores a 2 in conventions because some errors may interfere with meaning. The response has limited control over components. For example, there is a mixture of correct and incorrect spelling. Most sentences are simple sentences that do not have a variety in their length. The majority of errors found within the response are in usage and mechanics. Most sentences have a usage error (primarily in subject-verb agreement) in them, such as “During Washington Presidency Alexander Hamilton had a idea known as the financial plan.” Mechanics errors are also found throughout the majority of the response showing limited use, especially within punctuation. As a whole, some of the errors do interfere with the meaning.
In the first few years that the US gained independence, the newly constructed Country was not stable. The first 35 years since gaining freedom there were a total of 5 presidents. In their time in the office, they all had their fair share of their problems.

The US just gained independence from Great Britian and hence were not on great terms. In John Adams term there was the XYZ affair that was dealing with even though George Washington told the US, in his Farewell address not to get mixed up in foreign affairs. When everything was all said and done, Adams came up with a Alien and sedition acts that made foreign people go to a specific place in the US.

The US didn't start out strong in the beginning; it started out weak, and only had 13 colonies, but when Thomas Jefferson went into office everything was going to change. He bought the Louisiana purchase and gain a little
more than half the land in north america but was criticized for it. He also put an embargo act which taxes goods from other countries. The political challenge the America face were getting better but so were the economic. 
The economic development us was getting was the Louisiana purchase and the Monroe doctrine. that was when Jefferson and Monroe were in office. the Louisiana purchase was very beneficial to us in gaining more land. the Monroe also was beneficial meaning the others countries should not mess with pan of North or south america. the Missouri compromise also made us gain land but not as much as the Louisiana purchase. 
All of the presidents faced their own problem and some were easier than others. While some faced them with ease others faced with difficulty. In the end the first 34 years of America weren't easy but they worked hard for what they earned.
Annotations for Paper 5

Expression of Academic Knowledge: 2

This paper reflects a level 2 in knowledge as it provides insufficient prior knowledge with a mixture of correct and incorrect prior knowledge. The student correctly identifies that the XYZ Affair occurred under President Adams, but incorrectly stated that the Alien and Sedition Acts “…made foreign people go to a specific place in the US.” The student attempts to address the relationships in the writing task by discussing minimal foreign policy with Adams and Washington warning about not getting involved. The student also attempts to address the economic challenges by explaining the Louisiana Territory provided more land. However, these attempts and their conclusions are not explained well. This paper, however, is more than a level 1, as it does provide some social studies vocabulary as well as some correct prior knowledge.

Organization of Academic Ideas: 2

This response scores a 2 in organization because it first attempts to establish a controlling idea in the introduction when it states “The first 34 years since gaining freedom there were a total of 5 presidents. In their time in the office they all had their fair share of their problems.” This controlling idea is only somewhat followed throughout the response as some problems are discussed in the body paragraphs, but are very limited in the focus and rely heavily on the documents provided. To score a 3, connections and development for the ideas given would have to be present in the response. There is an organizational structure given with an introduction, body paragraphs, and a conclusion, but the ideas do not all flow together. There is an inconsistent use of topic sentences, with only one true topic sentence stating, “The economic development US was getting was the Louisiana purchase and the monroe doctrine.” The response attempts two other topic sentences, but they lack guidance and direction towards developing the controlling idea. There are only a few transitions such as “when”, “in their time”, and “while”, but this is just enough to score a 2 since it does have transitions. The conclusion does not adequately summarize the information presented. Overall, this response has limited control of ideas with little to no transitions, but attempts an organization, which is just enough to score a 2.

Conventions: 2

This response scores a 2 because some errors may interfere with meaning. There is a mixture of correct and incorrect spelling. Almost every sentence is a simple sentence. If it is not, the control over complex sentences is not correct and errors are found either in structure or mechanics. For example, “While some faced them with ease other faced with difficulty.” Fragments and run-ons are both present. For example, “that was when Jefferson and Monroe were in office.” Lastly, there is a mixture of correct and incorrect instances of usage and mechanics. However, some errors start to interfere with meaning, but the response is limited in control.
Throughout History's time period, there were many challenges faced when the first five presidents were elected. George Washington, John Adams, Thomas Jefferson, James Madison, and James Monroe. Under the constitution, the United States became a nation as one. Although, some challenges faced were brutal, the United States knew nothing more then to put their faith in the president at the time. There's a saying that goes like, "what doesn't kill you, makes you stronger." Even though many don't agree with the past choices of our presidents, the least we can say is that it made us stronger as a nation as we learned from their victories as well as mistakes.

The United States and Europe have a very strong mutual love/hate relationship. Most of why the U.S deals with Europe is mostly trade and as our ally, we may interfere in a conflict or two but that's rare. Believe it or not, Europe and the United States weren't always on the best of terms.

According to Document D, President James
Madison gave a war message on June 1st, 1812 to Congress stating, "British cruisers have been in the continued practice of violating the American flag on the great highway of nations..." This very message led to the war of 1812. Even though the U.S and Europe have had their differences in the past, they've managed to put them aside in this day and age.

Political challenges were common during this time period. All in all, what really mattered was how they were dealt with. During the short time of Alexander Hamilton's presidency, he proclaimed the "Alexander Hamilton's financial plan." In which angered many people, but he saw it as an opportunity to make the U.S stronger in a sense of finance. In Document B, it shows how he sought out to build the U.S financially speaking. James Monroe created the Monroe Doctrine which allowed communism in the states that was already communist but prohibited it anywhere else to keep it contained. Understanding his method in trying to contain it instead of getting rid of it entirely is still a question to this day.
The economic development of the United States was a bit rocky. Alexander Hamilton tried to shed light on our financial problems by repaying any debt owed, creating a national bank, putting a tax on alcohol and lastly putting a protective tariff on imported goods. With good intentions for the U.S., his financial plan didn't necessarily stick. In fact, when he put a tax on alcohol which was called the whiskey tax he started what is called a whiskey rebellion. Angered by his financial plan, the rebellion wasn't the only thing taking place to overthrow his financial plan.

In conclusion, the challenges we faced economically, culturally, and just outright disastrous. The U.S. managed to take the loses and come out as winners. Many policies set in place by presidents aren't always agreeable but you can then move on to say, without them, where would the U.S. be today? Even though the outcomes aren't always helpful, we'll still remember what our presidents did for our country. the good, the bad and the ugly. Without them, the U.S. wouldn't be the
one you live in today.
Annotations for Paper 6

Expression of Academic Knowledge: 2

This paper reflects a level 2 in knowledge as it provides insufficient prior knowledge, as there is a mixture of correct and incorrect prior knowledge. The student accurately connects President Madison’s war message to the War of 1812, but incorrectly states that the Monroe Doctrine was directed towards communism. The student attempts to address the relationships in the writing task, but the conclusions are not explained and the relationships are only partially addressed. The student discusses foreign policy but only cites specific evidence of the War of 1812. Also the student discusses Hamilton’s financial plan and the Monroe Doctrine with the political challenges paragraph, and the financial plan again with the economic paragraph, but in each of these there is no effort to address how these challenges were seen over time. This paper is more than a level 1, though, as it provides some accurate prior knowledge and uses documents appropriately.

Organization of Academic Ideas: 2

This response scores a 2 in organization because it attempts to give a controlling idea in the first line of the response when stating “Throughout History’s time period, there were many challenges faced when the first five presidents were elected.” This controlling idea attempts to explain what the response will discuss, but it is limited in nature to the prompt and ideas. In order to score a 3, the prompt needed to narrow the controlling idea and explain the ideas added into each body paragraph. The response establishes an organizational structure with an introduction, body paragraphs, and a conclusion. The body paragraphs lack focus and development. They do however, attempt topic sentences to explain what each paragraph will address. For example, “The United States and Europe have a very strong mutual love/hate relationship.” The topic sentences and body paragraphs are limited in the amount of academic tone produced. Some examples that lack academic tone include: “weren’t always on the best of terms”, “what really mattered was” and “his financial plan didn’t necessarily stick”. There are only a few transitions such as “in conclusion”, “in fact”, “all in all”, and “although” that help to support guidance for the reader. The conclusion does not adequately summarize the information given. Overall, there is a limited control of ideas with an attempt at organization and control.

Conventions: 2

This response scores a 2 because some errors may interfere with meaning. There is a mixture of correct and incorrect spelling. Almost all sentences are simple sentences, with just a few complex sentences included. Many sentence fragments can be found in the beginning of the response such as “During the short time of Alexander Hamilliton’s presidency.” but start to show more control as the response progresses over the fragments. However, the majority of the response does have many fragments and a few-run-on sentences to show limited control of components in writing. There is a mixture of correct and incorrect usage and mechanics. For example, “Most of why the U.S. deals with Europe is mostly trade and as our ally, we may interfere in a conflict or two but that’s rare.” Overall, some errors may interfere with meaning to understand what the response is trying to state and limited control of conventions is present.
After gaining independence after the American revolution, the new US nation spent years trying to perfect the newly established government. The new democracy came about under the Constitution, after previous attempts under the Articles of Confederations. During the reign of the first 5 presidents, foreign policy ideas were challenged, tensions increased due to political differences, and there were efforts being made to stabilize the economy.

As the list of presidents grew, the initial idea of neutrality loosened. Conflicts between European nations led President George Washington to issue his Proclamation of Neutrality, which kept the US out of foreign affairs. As a reinforcement, he states "It is our true policy to steer clear of permanent alliances w/ any portion of the foreign world." (Doc A) This foreign policy sets the precursor to the presidents after him. But as time goes on, relationships between the US & foreign countries turn sour. After the hostile XYZ affair in France, tensions grew between the US & France. Talks or declaring war came about, but war never ensued. Before declaring war in 1812, James Madison details to Congress that "British
Cruisers have been in the continued practice of violating the American flag on the Great Highway of Nations..." (Doc D) The war of 1812 turned relations between the countries of all nations. In issuing his "Monroe Doctrine," President Monroe promises to intervene in Latin America should Europeans try to imperialize (Doc E). Though neutrality had been set by Washington, as the nation grew older, this policy changed drastically.

With the emergence of political parties and differing political ideals, the USA faced many political challenges. As the Constitution was set in stone, the Federalists and Anti-Federalists sprang about. When Anti-Federalist President Thomas Jefferson purchased the Louisiana Territory (Doc C), debates on the political power of the President came about. The Federalists believed that the central power should be strong, while the Anti-Federalists believed power should be concentrated within the States. The purchase greatly extended the rights of the President, as it was not permitted in the Constitution. During the presidency of John Adams, the Alien and Sedition Acts were issued. This angered the citizens because they felt as if their 1st amendment right was being limited. These factors impacted the early development of the USA because it
Politically divided, the nation from this point on, as the USA was emerging as a new nation, economic stability was needed in order to be successful. During the presidency of Washington, Alexander Hamilton proposed his financial plan. His plan included ways to pay off war debts, tariffs & taxes, as well as a national bank (Doc B). This plan would help to stimulate domestic industry & help establish good credit within the world. With his Louisiana Purchase, Thomas Jefferson hoped the new land would be good for commerce & new industry. This impacted the early economic development in a positive way because these plans helped the American economy mobilize.
Annotations for Paper 7

Expression of Academic Knowledge: 3

This student response received a 3 in Knowledge because it provided generally correct prior knowledge, correct analysis and interpretation of provided documents, sufficiently developed descriptions of social studies concepts, and adequate social studies vocabulary. The student demonstrated prior knowledge by correctly describing the response to the Alien and Sedition Acts when they stated, “This angered the citizens because they felt as if their 1st amendment right was being limited.” In their description of the Louisiana Purchase, the student also correctly stated, “it was not permitted in the constitution.” The student provided sufficiently developed descriptions of social studies facts, concepts, and historical events. For example, the student described how the XYZ Affair increased tension with France and stated, “Talks of declaring war came about, but war never ensued.” The student also sufficiently described the change in foreign policy from Washington’s statement of neutrality through the Monroe Doctrine’s threat “to intervene in Latin America should Europeans try to imperialize.” Examples of social studies vocabulary that was used correctly includes, neutrality, XYZ affair, Monroe Doctrine, political parties, Federalists and Anti Federalists, Louisiana Territory, Alien and Sedition Acts, 1st amendment and national bank.

Organization of Academic Ideas: 3

This response scores a 3 because it first establishes a controlling idea in the introduction when it states “During the reign of the first 5 presidents, foreign policy ideas were challenged, tensions increased due to political differences, and there were efforts being made to stabilize the economy.” This controlling idea gives a basic outline that is followed through with the organizational structure which as an introduction, body paragraphs (that each describe a different idea from the controlling element, foreign affairs, political challenges, and economic stability) and a conclusion. Currently, the focus is controlled throughout the majority of the essay. The body paragraphs have purposeful efforts to develop the topics provided, but could advance the ideas by developing them deeper with more focus and connections in each body paragraph and between all the body paragraph to receive a score of a 4. There are topic sentences such as “As the USA was emerging as a new nation, economic stability was needed in order to be successful” that help to build on the controlling idea and start to guide the reader in the correct order or structure. However, to score a 4, the topic sentences would need to vary and be developed more. There are only a few internal transitions such as “during, after, and before” but they only begin to focus the writing. The academic tone is basic and lacks a large vocabulary, which keeps this response at a level 3. There is no conclusion to the piece. Overall, the majority of the essay has focus and control, but it does lack in some portions listed above.
Conventions: 4

This response scores a 4 because there are few errors that interfere with meaning. The majority of the words are spelled correctly, but a few are incorrect. The majority of the sentences are either simple or complex, but that creates a blend of sentence structures. There are also some compound sentences formed throughout, too. To better the essay, a larger variety of sentence structure could be used throughout the response and not as sporadically. Most elements of usage are consistently correct and most elements of mechanics are also correct. There are a few punctuation errors, but overall, they do not interfere with meaning. The majority of this response is correct and varies in sentence structure, which is just enough for it to score a level 4.
In the beginning of everything, there is always the first few people who start everything. After America got their independence from the Revolutionary War, many enlightened thinkers started planning the government of the United States of America. First was the Articles of Confederation, which was a large failure due to the lack of economic development, lack of federal government, and no way to enforce laws. Americans quickly realized there needs to be a new system. Therefore, representatives from each state met at the Constitutional Convention. From there a new government was created. The Constitution, but a few alterations needed to be made like adding a Bill of Rights to ensure personal freedoms. With a new government, there needed a leader, and the people voted for a president. The first few years of America the presidents needed to set a standard for America. During the first five presidencies, the relationship between the United States and Europe developed, a few political challenges developed, and the economy needed to develop.

European Conflict is what made America. Americans were granted freedom from British rule. George Washington, the precedent of presidents, established the Proclamation of Neutrality. He ordered America to stay out of European conflict as America is to young of a nation to fight with these well-developed nations. Washington carried neutrality through his presidency, and in his farewell address Washington stated, "It is our true policy
to steer clear of permanent alliance with any portion of the foreign world" (Doc A). As Washington warned Americans, the future was impacted by European conflict. America remained mostly neutral until President Madison. President Madison felt as Great Britain was threatening American life, so on June 1, 1812 James Madison sent a war message to Congress (Doc D). The war of 1812 began and America had won boosting the sense of nationalism around the country. The feeling of nationalism soon changed the United States of America up to this day. President Washington's proclamation neutrality lasted a few years until Americans believed they were strong enough to fight and stand up to other European nations.

As neutrality emerged and left, many political challenges surfaced. A major controversy was if certain actions were constitutional. President Adams received much disrupt with his Alien and Sedition acts where he tried denying people's First Amendment rights. Then Jefferson was questioned if buying a large portion of land was constitutional. Jefferson purchased the Louisiana Purchase where he sent Lewis and Clark to explore the new lands (Doc C). Americans wanted to explore the new territory and see the acquisitions, so many moved west. As new territories/statates were added an unbalance shift in slave and free states developed, so the Missouri Compromise added Missouri as a slave state because it was below the 38° 30' line. As political disruption started in the states, President Monroe created the Monroe Doctrine claiming Americans have the Western hemisphere to help with natural resources in America (Doc E).
Politically America was growing new lands and equal distribution of new territories.

When America began with the Articles of Confederation, a major problem with money developed. Each state had their own set currency and the federal government had no way of attaining money. Part of Washington's precedents was to create a cabinet, a group of people who help run the government like Secretary of State, and economic leaders. Alexander Hamilton tried to help the economy by placing his Financial Plan which would repay debt, create a National Bank, and place a protective tariff on American goods (Doc B). At first many did not think Hamilton's Financial plan was Constitutional like Thomas Jefferson, but some of Hamilton's plan is still in affect today. The first step was to claim all the state's debt to improve U.S. Credit. Then to repay the debt, there needed a national currency and a way to hold money so the National Bank was created. National Bank held tax money, produced the U.S. Dollar, and made loans for purchases. In order to cover the debt, Hamilton placed a Whiskey tax. The tax angered many as they thought it was like Britain taxing Americans. A Whiskey rebellion started where Washington quickly shut down with military force. The last step to create money was a protective tariff on imported goods to help build U.S. manufacturing. All four steps helped start America's economy.

The relationship with Europe, the political challenges faced, and the economic development all help shape America during the first five presidencies. A lot changed from 1789 to 1825, but Americans grew stronger. The changes that remain is what worked for the better of our country.
Annotations for Paper 8

Expression of Academic Knowledge: 3

This student response received a 3 in Knowledge because it provided generally correct prior knowledge, correct analysis and interpretation of provided documents, sufficiently developed descriptions of social studies concepts, and adequate social studies vocabulary. The student demonstrated a good deal of prior knowledge in the introduction paragraph by explaining how America progressed from the Revolutionary War to the establishment of the new U.S. Constitution. The student also demonstrated prior knowledge by discussing the financial problems of the government under the Articles of Confederation by stating, “Each state had their own set currency and the federal government had no way of attaining money.” The student sufficiently described why Washington established neutrality by saying, “He ordered America to stay out of European conflict as America is to young of a nation to fight with these well-developed nations.” In discussing Hamilton’s financial plan, the student elaborated on how the whiskey tax led to the Whiskey Rebellion, which “Washington quickly shut down with military force.” While some minor inaccuracies were present in the essay, such as when the student stated that Missouri was added “as a slave state because it was below the 38’ 30 line,” the majority of the essay provides correct and relevant information. Examples of social studies vocabulary that was used correctly includes Revolutionary War, Articles of Confederation, Constitutional Convention, Bill of Rights, Proclamation of Neutrality, farewell address, nationalism, Alien and Sedition Acts, Louisiana Purchase and precedents.

Organization of Academic Ideas: 4

This response scores a 4 because it first establishes its controlling idea in the opening paragraph. The last line of the paragraph reads, “During the first five presidencies, the relationship between the United States and Europe developed, a few political challenges developed, and the economy need to develop.” This statement is the controlling idea that is developed and connected throughout the response as the first body paragraph develops ideas on European conflict, the second body paragraph on political challenges, and the last body paragraph on currency and economy. This moves to a 4 in organization, however, instead of a 3, because it makes the connections discussing specifically the different presidents that affected the specific topic in each paragraph. This adds connecting elements throughout the response. Elements are also connected because of topic sentences provided for each body paragraph such as “When America began with the Articles of Confederation, a major problem with money developed.” The topic sentences help to develop complex paragraphs. Many transitions are also found in the response. External transitions such as “When and As” and internal transitions such as during, as, at first, and the last step” all help to purposefully advance the ideas. The conclusion briefly summarizes the information provided. Overall, all items of the rubric were maintained throughout the entire response.
Conventions: 4

This response scores a 4 because errors are generally minor and do not interfere with meaning. The majority of words are spelled correctly with only a few minor misspellings. Most sentences are simple sentences; however, there is still a variety of many complex sentences and some compound sentences. For example, “The tax angered many as they thought it was like Britain taxing Americans.” Even the simple sentences length structures do vary. For example, “Part of Washington’s precedents was to create a cabinet, a group of people who help run the government like Secretary of State and economic leaders.” Most elements of usage and mechanics are consistently correct. Overall, the majority of the response does not have errors in it. The few errors that are found do not interfere with the reading of the response.
The post-revolution era of the United States (1789-1825) was a time in which the country was attempting to become a fully independent nation. There were, however, complications that arose during the process. From political pitfalls and forgotten foreign policies to the ineffective planning of the nation's economic system, the United States faced a number of problems including a breach of neutrality, a weak central government, and disputes over the creation of a national bank.

After the revolutionary war, the United States immediately had to issue a foreign policy in order to avoid further conflict in Europe while the country was trying to stabilize itself domestically. When George Washington was elected to serve as the first president, he put into effect the Proclamation of Neutrality in 1793, which stated that Americans would not become involved in either foreign alliances or international affairs. In his farewell address, Washington warns his audience to "steer clear of permanent alliance with any portion of the..."
foreign world" (Document A), meaning that the United States must keep itself out of alliances, therefore keeping the country out of inevitable war. An end came to this foreign policy in 1823 when the Monroe Doctrine (as represented by the political cartoon in Document E) was established. Though the Monroe Doctrine enforces neutrality to a limited extent, it states that if any European nations attempt to invade or control nations in the Western hemisphere, the United States can and will intervene. This was the first major transition in America's foreign policy that shaped the presence of future foreign policies such as Manifest Destiny, Big Stick diplomacy, and containment.

While the United States attempted to neutralize itself on the world scale, there were domestic political issues that made the country relatively unstable under the first five presidents. At that period in time, Americans were still recovering politically and economically from the downfall of the Articles of Confederation, the original constitution of the United States that was overthrown due to its effect of weakening the central government and not being able to collect...
Sufficient revenue from the states. Conflict arose even after the second Constitution was written, especially in regards to its interpretation. Federalists like Alexander Hamilton, who supported a strong central government, had a loose construction of the constitution and advocated for its elasticity. Democratic-Republicans like Thomas Jefferson, who favored states' rights, held a strict construction of the constitution, especially when the Bill of Rights was added in order to protect individual rights. Jefferson, however, faced criticism from both the Federalists and the Democratic Republicans after abandoning his "strict" construction in order to use his presidential power to purchase the Louisiana territory from the French in 1803. Jefferson claimed he participated in the Louisiana Purchase "for the purposes of Commerce." (Document C).

The United States, along with its political troubles, had issues with the cultivation of economic growth. One of the central economic issues of the post-revolution era was whether or not to incorporate a
national bank into the nation's economic system. Aside from his reputation for having a loose construction of the constitution, Alexander Hamilton was widely known for his financial plan. The extent of Hamilton's plan included a plan to "repay the debt" by paying off states' debt in order to improve the nation's credit, a plan for a national bank (to hold tax money, affriciate currency, and make loans), a plan for a "Whiskey Tax" that would generate revenue for the federal government, and a "protective tariff" that would tax imported goods in order to improve and "build the nation's manufacturing" (Document B). Issues in the economy also arose due to the impressment of American sailors by the British navy. President James Madison described the effects of impressment as a "blow aimed at [America's] agricultural and maritime interests", and that American commerce had been "plundered at every sea" (Document D). These assertions are what led to the War of 1812, which adversely affected America's economy and tarnished Washington's
Within the first twenty-five years of America's existence, challenges in politics, foreign affairs, and economics hovered upon the nation's development. Those challenges, however, shaped future foreign policies, structured our constitution and political rituals, and ultimately led our economy to a massive growth that would eventually make the United States a world power.
Annotations for Paper 9

Expression of Academic Knowledge: 3

This student response received a 3 in Knowledge because it provided generally correct prior knowledge, correct analysis and interpretation of provided documents, sufficiently developed descriptions of social studies concepts, and adequate social studies vocabulary. The student correctly applies and interprets the provided documents, as evidenced by their use of document A to describe Washington’s policy of neutrality and document E to discuss how the Monroe Doctrine changed U.S. foreign policy. The student provided thorough analysis and interpretation of some important relationships implicit in the writing task. For example, the student explained how the Monroe Doctrine was similar to Washington’s policy because it “encases neutrality to a limited extent” and then explained how it was different by stating, “if any European nations attempt to invade or control nations in the western hemisphere, the United States can and will intervene.” The student also connected the Monroe Doctrine to later foreign policies, including Manifest Destiny, Big-stick diplomacy, and containment. Examples of social studies vocabulary that were used correctly includes Articles of Confederation, Proclamation of Neutrality, farewell address, Louisiana Purchase, Federalists, Democratic-Republicans, Manifest Destiny, containment, revenue, central government, loose construction and strict construction. While the student provided a good deal of information about the actions of various presidents that were relevant to the prompt, the paper fell short of a 4 because the student did not fully address the challenges that were being faced by the presidents they were discussing. For example, the student did not discuss the foreign policy challenges that President Monroe was responding to when he issued the Monroe Doctrine, or the issues that led to the development of political parties during the Washington or Adams administrations.
Organization of Academic Ideas: 3

This response scores a 3 because it first establishes its controlling idea in the introduction. The response states “From political pitfalls and forgotten foreign policies, to the ineffective planning of the nation’s economic system, the United States faced a number of problems including a breach of neutrality, a weak central government, and disputes over the creation of a national bank.” This controlling idea, however, is not fully maintained through connections throughout the response. It is, however, maintained because each body paragraph discusses an concept from the controlling idea such as foreign policy in the first body paragraph, political issues in the second body paragraph, and lastly economic growth in the last body paragraph. There were purposeful efforts to develop the topics in the organizational structure. To have scored a 4, however, the ideas needed to be connected together (i.e. through addressing presidents, policies in each one, or how the challenges affected each elements) to fully make the connections needed for a level 4 response. The response uses topic sentences to begin each body paragraph such as “The United States, along with its political troubles, had issues with the cultivation of economic growth.” The topic sentences begin to build on the controlling idea and help guide the reader with the organizational structure, giving the reader an idea of what the paragraph will discuss. However, it does not develop complex paragraphs as each topic looks similar and only discusses the broad ideas from the controlling elements. Internal transitions such as “after, from, however, and aside from” are found in the majority of the response, but some areas do lack transitions and could be more consistent throughout the piece to score a level 4. The conclusion summarizes the information given.

Conventions: 4

This response scores a 4 because errors are generally minor and do not interfere with meaning. The majority of words are spelled correctly. Sentence length does vary, and there are many simple and complex sentences throughout the majority of the piece; however, some compound sentences are still present giving a variety of sentence structure. Most elements of usage and mechanics are consistently correct, but there are some minor punctuation errors throughout piece. Overall, however, the majority of the essay is correct and what minor errors there are do not interfere with the reading of the response.
Over a span of 36 years, from the Revolutionary War to 1825, the United States saw an increase in challenges that ultimately increased government regulation. During these years, the relationship with European nations flattened as war overseas ensued and United States implemented political and economy policies regarding foreign affairs. Presidents such as Washington, Adams, Thomas Jefferson, James Madison and Monroe enacted policies such as the Monroe Doctrine, the Neutrality Act and the Embargo Act to combat the problems faced during 1789 to 1825 that newly impacted the development of the United States.

After the Revolutionary War had ended, the United States saw struggle to have a decent relationship with European countries, specifically Britain, the former Master nation, despite treaties signed after the war. Therefore, the still growing nation maintained a relationship based solely around trade with the Britain. When tensions began to arise between Britain and France, although former allies with France, the United States was reluctant to be involved, feeling as though the country was not prepared to be involved in a second war. Due to this, Washington implemented the Proclamation of Neutrality, stating that the United States would not become
involved in foreign affairs. Within the next few years of Washington’s presidency, he advocated strongly for an isolationist policy, and at the end of his term, gave his farewell address, properly known as “Washington’s Farewell Address,” in which he stated, “It is our true policy to steer clear of permanent alliances with any nation or the foreign world” (Document B). Throughout his speech, Washington urged Americans to steer clear of permanent alliances and remain isolated. Washington’s isolationist policies influenced political policies of the next two presidents.

One major cause of the United States’ opposition to engaging in foreign affairs was the current state of the US economy. After the war came, the federal and state government had accumulated war debts, causing the decline of the economy and economic panic to ensue. US Secretary of Treasury Alexander Hamilton devised a financial plan that would improve the economy after the war, known as Hamilton’s financial plan (Document B). This plan called for repaying debt, creating the first national banks and implementing federal tax and tariffs. Though more to repay the plan saw widespread opposition, as foreign nations did not want to pay import tax, and both citizens and political figures felt that taxes (no alcohol) and a national bank gave the central government too much
power. One well-known opposition to the plan was the
Whiskey Rebellion of 1793, where citizens led protests
voicing their disagreement with the implemented tax.
The rebellion led to Washington calling on troops to
quell the rebellion and demonstrate the power of the
central government. The outcome of the Whiskey
Rebellion and Hamilton's financial plan set the stage
for presidents descending Washington to encroach federal
power.

The most pressing issues faced within the United
States were mainly political, drawing with the Adams
administration to 

Although John Adams did enact policies such as the
Alien and Sedition acts, which limited restricted immigration
to the US and limited constitutional freedoms, such as
free speech, it was the Louisiana Purchase, the entrance into
the war, and the Monroe Doctrine that caused political
upheaval. Jefferson purchased the Louisiana Territory in
1803 from France and promoted the Lewis and Clark
expedition shortly after (Document 4). The acquisition of
the territory was seen as unconstitutional and sparked
legitimately debates on whether or not US expansion was
covered within the Constitution. Shortly after, in 1812,
James Madison delivered a formal war message to
Congress (Document D). During his message, Madison
promptly asked Congress for the ability to declare war.
Union's role in the outcome of the war of 1812. Most notably, however, was the Monroe Doctrine (Document E). The document declared that the US would protect Latin America from western nations. The doctrine also called for the alliance of Britain in the event that a western nation would intervene in Latin America. These policies highlighted presidential policies during the period.

The first five presidents implemented crucial policies that responded to political, economic, and foreign issues. Washington, Jefferson, Madison, Adams, and Monroe enacted important legislations that helped shape and create the new and growing nation.
Annotations for Paper 10

Expression of Academic Knowledge: 4

This paper reflects a level 4 in knowledge as it demonstrates consistent interpretation and application of provided documents. The student supports their statement that “…he advocated strongly for an isolationist policy…” by using Document A to explain in his Farewell Address that Washington promoted to “…steer clear of permanent alliances…” and “…influenced political parties of the next two presidents.” The student continues to demonstrate this skill when utilizing Documents B, Document C, Document D, and Document E. The student also demonstrates extensive use of social studies vocabulary from and beyond the provided documents including, but not limited to, Revolutionary War, government regulation, Neutrality Act, trade, isolationist, and unconstitutional. The student utilizes their prior knowledge to provide well-developed descriptions of social studies facts, concepts and events such as the situation with Britain and France attempting to draw the U.S. into war, the discussion of Hamilton’s financial plan and the power of the central government, the details of the Whiskey Rebellion and Washington’s response, and the view of the Louisiana Purchase and its constitutionality. This paper would be scored as a 4, but would fall in a lower range 4 as there is some analysis and interpretation of some of the important relationships but it is not completely effective. The student does mostly focus on Washington’s presidency in regards to when they spoke of isolationist policy or economic challenges. However, the information provided in these paragraphs as well as the explanation provided with descriptive social studies facts, concepts, and events allows this paper to be scored a 4.
Organization of Academic Ideas:  4

This response scored a level 4 because it first begins with an introduction to establish an organizational structure. At the end of the introduction, it establishes a controlling idea when it states “Presidents such as Washington, Adams, Thomas Jefferson, James Madison, and Monroe enacted policies such as the Monroe Doctrine, the Neutrality Act and the Embargo act to combat the problems faced during 1789-1825 that heavily impacted the development of the United States.” This controlling idea is maintained throughout the response as the first body paragraph discusses foreign affair problems and the acts that solved it; the second body paragraph addresses the economic problems faced and the acts that combated those; and the last body paragraph addresses the political problems and the ways the presidents addressed those. The continuous idea of the problems and solutions are maintained throughout which helps create the organizational structure (an introduction, body paragraphs, and a conclusion). Each element discussed helps to contribute to the development of the writer’s ideas. Each of the body paragraphs are also started with a topic sentence such as “The most pressing issues faced within the United States were mainly political, dealing with the Adams administration to Monroe’s time as president.” Each topic sentence begins to develop complex paragraphs by introducing the ideas of that paragraph. There are many internal transitions such as “therefore, within the next few years, after, and shortly after” and many external transitions such as “One and after” that help to purposefully advance the writer’s ideas. The conclusion summarizes the information given. Overall, the response maintains focus and control throughout the essay and does not lack in parts.

Conventions:  4

This response scored a 4 in conventions because as a whole errors are generally minor and do not interfere with meaning. The majority of the words are spelled correctly with only a few words with errors like “soicy” and “widespred”. The misspelled words are minor and do not interfere with the meaning. There are a variety of simple, compound, and complex sentences through the response. The majority are simple; however, sentences like, “One well known opposition to the plan was the Whiskey Rebellion of 1793, where citizens led protests voicing their disagree with the implemented tax” show that a variety of sentences are spread throughout with varying lengths. Most elements of mechanics are correct, and although there are a few errors with usage, it does not interfere with the meaning. Overall, more than the majority of this response is consistently correct.
After several hard years of fighting and rebellion, the colonists were successfully able to defeat the strongest military in the world. So, citizens all throughout the colonies were overwhelmed with excitement at finally being free. However, maintaining a nation rooted in freedom, liberty, and prosperity is not always easy. In the years after the American Revolution, the founding fathers experimented with rules and constitutions (most notably the Articles of Confederation, which was discarded later due to the issue of power balance between the state governments and the federal government), but one theme was certain: the five earliest presidents in United States history brought monumental impacts to the young nation, but still faced challenges in regards to the relationship between America and European countries, the political struggles within the nation, and the national economic development.

During the presidencies of the first five presidents, challenges arose in regards to the relationship between the United States and European countries. The presidency of George Washington passed without much foreign affairs...
(which is understandable due to the recent century of heavy foreign influence). However, his farewell address presented a precedent that would be respected for many years to come: "It is our true policy to steer clear of permanent alliances with any portion of the foreign world." By addressing the challenge of foreign influence that could arise in the future, George Washington impacted the early development of the United States under the Constitution by setting an expectation that was able to keep the United States out of the many European territorial conflicts that occurred in the 19th century. In addition to this, James Madison was faced with many foreign challenges involving the British. Around the time of his election, the French, under the leadership of Napoleon Bonaparte, had been particularly troublesome for the British. The British still hoped to use some influence over the colonists that they had left in the form of impressment; over several years, the British ransacked and disturbed American sailors in the Atlantic in hopes of gaining support against the French. President James Madison responded to these acts of aggression by eventually asking Congress to go to war with Great Britain (Document 4). Madison's decision to go to war and the War of 1812 itself impacted the early development of the United States by affecting US-
British relations for the next several decades were creating a select-isolationist persona (notably towards the British and French communications) through the Monroe Doctrine (Document B).

Additionally, the first five presidents faced political challenges. George Washington initially warned of the formation of political parties and their effects on national politics, and even though Federalists and Anti-Federalists existed during his lifetime, the first profound division that America witnessed in its politics was through the creation of the Federalist Party and the Democratic-Republican Party. These issues really started to take place during the Jefferson administration. The debates of loose versus strict constructionism, the Kentucky and Virginia Resolves, and the annexation of the Louisiana Territory outlined major challenges presented to President Thomas Jefferson: the interpretation of the national and state constitutions, and the issue of state's rights. Jefferson responded to the debate of the interpretation of the constitution by declaring his belief of strict constructionism, which is to not infer or act on any power that is not written out in the constitution. He also contradicted himself with the acquisition of the Louisiana Purchase, because that the power for
the president to acquire new territory was not explicitly stated in the Constitution. As a result, his response to the challenges imposed the early development of the United States by creating a problem of skepticism and credibility regarding the role of the president, and marked a deeper divide between Federalists and Democratic-Republicans. As for the issue of states rights, the Kentucky and Virginia Resolves gave any state the right to nullify any federal law that is deemed unconstitutional. Jefferson supported this action, as many members of the Democratic-Republican party were from rural areas and wanted to enjoy greater freedoms against a "tyrannical" government. However, this decision would have catastrophic consequences in the 1850s and 1860s and reverse the early development seen by the United States with the use of nullification by John C. Calhoun and the secession of the state of South Carolina from the union in the early 1860s.

Furthermore, the first five presidencies faced challenges through the economic development of the United States. In the early years after the creation of the US Constitution, Alexander Hamilton proposed his Financial Plan, which consisted of the federal government's collection of state debt, the creation of the US Bank, a tax on alcohol by the federal government, and
the tax on imported goods. This created a debate on the amount of power that the federal government should be allowed to have, and arguably started the division of ideas that would lead to two radically different political parties. Thus, the financial plan would not be put into action, and mirrored the decisions made against the Second US Bank in the Jackson era, in which Henry Clay promoted the "American System." The impact that this financial plan, and the downfall of it, would have on the early development of the United States is the constant debate on how much power the federal government should be allowed to have over the country's economy, although, there might not be a concrete, clear cut answer to that. In terms of American history, the size and strength of the federal government has largely depended on the military involvement at the time. For example, from World War I through the Great Depression and into World War II, a firm grasp on the economy was necessary to the survival and success of the country. However, in the period from 1789-1825, the country was not involved in any major military struggles (except the War of 1812) or any struggle that required national seizure of the nation's economy. Nevertheless, the introduction of Hamilton's Financial Plan and Clay's "American System" brought about the discussion of the federal government's role on the economy: "hakemez-paire" versus "controlled."
Annotations for Paper 11

Expression of Academic Knowledge: 4

This paper reflects a level 4 in knowledge as it demonstrates effective analysis and interpretation of important relationships implicit in the writing task with conclusions supported by accurate information. The student addresses each part of the writing task and provides specific evidence and a conclusion on how the first five presidents responded to foreign policy, political, and economic challenges. The student discusses Washington's presidency by stating “…George Washington impacted the early development of the United States under the Constitution by setting an expectation that was able to keep the United States out of many European Territorial conflicts…” The student goes on to discuss the issues of foreign policy under James Madison and events leading to the War of 1812, which led to a more “select-isolationist persona” with French and British in regards to the Monroe Doctrine. The student thoroughly discusses the rise of political parties and the differences between them including interpretation of the Constitution (strict vs. loose) as well as some events to exemplify that debate such as the Louisiana Purchase and Virginia/Kentucky Resolves. The economic challenges the student widely discusses are Hamilton’s Financial plan and the role of the federal government within the economy. The student goes as far as to discuss this later in U.S. history in regards of the Great Depression and WWII. In addition to providing effective analysis, this student provides extensive social studies vocabulary including, but not limited to, rebellion, colonists, Articles of Confederation, impressment, Federalist and Democratic-Republicans, constructionist, tyrannical, nullification, and laissez-faire. The student also demonstrates considerable relevant and correct prior knowledge. For example, in the introduction the student provides an accurate historical contextualization discussing the U.S. becoming independent, struggles of the first government with the Articles of Confederation, and a goal of a government that had balance in power. The student's description and explanation of Virginia and Kentucky Resolves provides considerable prior knowledge to the topic of political challenges and formation of political parties. This is a solid 4 paper.
Organization of Academic Ideas: 4

This response scores a 4 because it first begins with a strong introduction that helps to establish the organizational structure provided. At the end of the introduction, the response presents its controlling idea that states “The five earliest presidents in United States history brought monumental impacts to the young nation, but still faced challenges in regards to the relationship between America and European countries, the political struggles within the nation, and the national economic development.” This controlling idea is maintained throughout the response as the first body paragraph addresses the challenges between the U.S. and Europe, the second body paragraph addresses the political challenges, and the last body paragraph addresses the economic development of the U.S. Each of these body paragraphs addresses the idea of the time frame of the first presidents and carries that connection throughout each topic presented in an academic tone. This helps create and maintain an organization structure (an introduction and body paragraphs, with a small conclusion that only briefly addresses a few ideas given at the very last sentences). Each body paragraph starts with a topic sentence that looks similar in each paragraph such as, “Furthermore, the first five presidents faced challenges through the economic development of the United States.” The similarity between the topic sentences helps to develop the ideas for the paragraph, but to make this a stronger 4, a variety in style should and could be shown. There are external transitions such as “Furthermore, additionally, and during” and internal transitions such as “however, which, in addition to that, and in terms of” to help guide the ideas in the response. Overall, the response maintains focus and control throughout the entire paper.

Conventions: 4

This response scores a 4 because errors are generally minor and do not interfere with meaning. The majority of words are spelled correctly. There is a large variety of sentence length used. Simple, compound, and complex sentences are formed throughout the entire response with little to no errors and correctly punctuated. There is almost an equal amount of all three types of sentence structures. Most elements of usage and mechanics are consistently correct.
After enduring the Stamp Act, Tea Act, and many other injustices, the colonists in the New World began the American Revolution to fight for independence. The colonists were fighting for freedom from the British Empire, and for sovereignty to form their own nation. Although the prospects of winning the war seemed low at the beginning, after the Battle of Saratoga, the prospects turned. France provided aid towards defeating the British, and the colonists were finally free of British rule. The colonists created the Articles of Confederation and finally settled on the U.S. Constitution, and these documents officially made the United States of America. The United States had formed, but it was only the beginning of their problems and challenges. The first five presidents: George Washington, John Adams, Thomas Jefferson, James Madison, and James Monroe faced the challenges of dealing with other countries, political disagreements with the government, and dealing with debt from the war that impacted the United States how it is today.

One of the challenges that impacted the presidents was how to establish our nation's foreign policy and interactions with other countries. In 1793, George Washington enacted the Proclamation of Neutrality, proclaiming that the U.S. would be neutral in all foreign affairs. Then again, in his Farewell Address (Document A), George Washington reiterated the importance of not forming alliances with other countries. The Second President, John Adams, attempted to work with French...
diplomats which is known as the XYZ Affair of 1797. However, this resulted in an undeclared or quasi-war between the U.S. and France. The problem continued under the leadership of Thomas Jefferson. Neutrality was shown to be difficult when impressment of sailors was occurring. Impression was the process of the British capturing sailors from U.S. ships and holding them as prisoners. British ships in the Atlantic Ocean were also preventing trade between the newly formed U.S. and European Countries. The Embargo Act was placed in 1807 to prevent trade between the U.S. and Britain. However, the action of Jefferson with the Embargo Act ultimately did not threaten the British and negatively affected the U.S. To solve this problem, President Jefferson protested this interference in trade and sent James Monroe to London to negotiate. Next, on June 1, 1812, President James Madison gave his war message (Document D) to Congress, officially stating the War of 1812. Although, the war ended in a draw, the U.S. demonstrated that it had the ability to fight against the British Empire. The first five presidents of the United States attempted to stay away from foreign affairs and focus on building the nation. The President attempted to solve challenges through treaties and acts; however, ultimately they had to go to war. After the War, the U.S. wanted to prevent further conflict with the Monroe Doctrine of 1823 warning European Countries not to get involved in the Western Hemisphere (Document E). Even though President George Washington attempted to set the
precedent of neutrality, the actions by the British and the threat of other European countries led to challenges that Adams, Jefferson, Madison, and Monroe had to address. Another challenge the presidents faced was political disagreements among politicians. Although Washington had warned about the dangers of political parties, disagreements over the role of the government led to the creation of political parties. These different views on the power and role of the government eventually led to a divide between the Federalists who supported manufacturing, a National Bank, and loose view of the Constitution, and the Democrat-Republicans, which included farmers in the South who had a strict constructionist view. Their different views were shown when Hamilton provided a financial plan (Document B). Hamilton was a Federalist who believed the best way to recover from the American Revolution was for the government to have control and taxes were needed to pay off the debt. Democrat-Republicans such as Thomas Jefferson did not want the government to have more power. George Washington was not able to control his cabinet as some factions were forming. Political disagreements also occurred when the Alien and Sedition Acts of 1798 were enacted because the Democrat-Republicans felt it was an obstruction of rights and blamed John Adams for targeting their party. Another challenge faced by one of the first five presidents was in 1803 with the Louisiana Purchase (Document C). President Jefferson was a Democrat-Republican.
Who battled the desire to double the size of the U.S. with his strict constructionist views of the power of the federal government. Ultimately when faced with this challenge, he abandoned his personal principles in favor of the country. Lastly, the War of 1812 also demonstrated political challenges with the hawks vs. hawks welcoming the war against Britain. The war brought the end of the Federalist party with the Hartford Convention. Therefore, although the first president, George Washington, warned about the dangers of political parties, disagreements led to the creation of them and Presidents have embraced them ever since.

Lastly, the U.S. Presidents also faced economic challenges after wars. After the American Revolution, the U.S. was left with debts. In 1790, Alexander Hamilton created a financial plan (Document B) to pay off the debt. The plan included the creation of the first national bank that was able to make loans. The plan also included a controversial tax on whiskey to make money and a protective tax on imported goods to build up manufacturing with it. The whiskey tax resulted in the whiskey rebellion and President Washington handled this threat by sending in Federal Troops and promoting the power of the federal government. Under President Jefferson, the Louisiana Purchase allowed the U.S. to obtain new land for a low price. The newly declared land would
Enable Western expansion and would contribute to the
Manifest Destiny ideology in which Americans believed it was their right to obtain land from the Atlantic to the
Pacific. The land brought economic benefits by expanding
land for agriculture. The Presidents' had positive actions to
those, but the Embargo Act of 1807 affected trade by
preventing the U.S. from trading with other countries.
Furthermore, with the War of 1812 more money was lost.
In 1816, Henry Clay's American System provided a
solution to the debt by creating the Second National Bank
and other economic benefits. War was during the early period
of the U.S. created debt, yet the plans of politicians such
as Hamilton and the actions of the Presidents helped the
U.S. recover and become a prosperous new nation.

In conclusion, the first Presidents of the U.S. faced
problems dealing with foreign affairs, politics, and the
economy. Britain continued to be a problem, and political
disagreements resulted in different parties. However,
through a series of actions, U.S. Presidents were able to
overcome those challenges and lead to the U.S. having
power and a new political and economic system. The
precedents set by the first five Presidents showed their
perseverance over challenges and laid the foundation
for the country that sustains today.
Annotations for Paper 12

Expression of Academic Knowledge: 4

This paper reflects a level 4 in knowledge as it demonstrates considerable relevant and correct prior knowledge. The prior knowledge from this student is seen throughout the paper. Beginning with the historical context provided in describing the colonists need to declare war on Britain, France coming to the aid, and the United States’ first government in the Articles of Confederation. The student also demonstrates considerable prior knowledge in not just listing events but explaining these events such as the XYZ affair and quasi-war with France, events leading to and impact of the Embargo Act, the Monroe Doctrine, the beliefs of the Federalists and Democratic-Republicans, the War of 1812, and the American System. The student provides effective analysis and interpretation of important relationships in the writing task along with conclusions supported by accurate information. The student discusses the foreign policy challenges of the early presidents by discussing President Washington proclaiming neutrality and warning of it in his Farewell Address but also continues how this was difficult to maintain with Adams’ presidency and the XYZ Affair and interference of trade by the act of Impressment, which led to the War of 1812 under Jefferson and Monroe’s presidencies. The student effectively analyzes the situation by stating, “Even though President George Washington attempted to set the precedent of neutrality, the actions by the British and the threat of other European countries led to challenges that Adams, Jefferson, Madison, and Monroe had to address.” Again the analysis and well-supported conclusions are seen when addressing political challenges the student states/concludes “…George Washington warned about the dangers of political parties, disagreements led to the creation of them and Presidents have embraced them ever since.” The student provides disagreement evidence by explaining the Federalist vs. Democratic-Republican views on power of government and interpretation of the Constitution as well as the Federalist Party ending with the Hartford Convention. The student also concludes and analyzes the economic challenges stating, “Wars during the early period of the U.S. created debt, yet the plans of politicians such as Hamilton and the actions of the presidents helped the U.S. recover and become a prosperous new nation.” Finally, this paper provides extensive use of social studies vocabulary including, but not limited to, Stamp Act, Tea Act, American Revolution, empire, sovereignty, Constitution, Quasi-War, Impressment, treaties, Western Hemisphere, manufacturing, Federalist, Democratic-Republican, constructionist, War Hawks, and Hartford Convention. This is a very strong level 4.
Organization of Academic Ideas:  4

This response scores a 4 because it begins with an introduction that helps to establish the organization structure. This introduction ends with its controlling idea when it states “The first five presidents: George Washington, John Adams, Thomas Jefferson, James Madison, and James Monroe face the challenges of dealing with other countries, political disagreements with the government, and dealing with debt from the war that impacted the United States how it is today.” This controlling idea is maintained throughout the response as the first body paragraph addresses foreign policy, the second body paragraph addresses political disagreements, and the last body paragraph addresses the economy. Each of these paragraphs are well-developed, almost like a list of the variety of methods used by the presidents for each of these topics, and does so with an academic tone. This developed paragraph helps to create the organizational structure to allow the reader to flow from each topic. Topic sentences and concluding sentences such as “One of the challenges that impacted the presidents was how to establish our new nation’s foreign policy and interactions with other countries” and “Even though President George Washington attempted to set the precedent of neutrality, the actions by the British and the threat of European countries led to challenges that Adams, Jefferson, Madison, and Monroe had to address” also help to develop the body paragraphs with openings and closings for each idea. External transitions such as “one”, “another”, and “lastly” and internal transitions such as “during”, “next”, “ultimately”, and “another” all help to maintain the focus of the writer and advance the ideas. The conclusion summarizes the information given. Overall, the response maintains focus and control throughout all of the essay.

Conventions:  4

This response scores a 4 because errors are generally minor and do not interfere with meaning. The majority of words are spelled correctly. Most sentences are simple or complex, but some compound sentences are found. Sentence length does vary within these structures such as “The second president, John Adams attempted to work with french diplomats which is known as the XYZ Affair of 1797.” As seen though (even within this example), some conventions throughout the response are incorrect, but errors are minor and few. Most elements are usage are correct. Overall, the few errors (primarily in punctuation) that are found do not interfere with meaning, and the majority of the essay is correct.
Part Six: Gateway Instructional Strategies for Social Studies

This section contains the following instructional strategies:

- Preparing Students for the Gateway Assessment
  - Gateway U.S. History Domains
  - Understanding the Assigned Task

- Writing an Effective Gateway Essay

- Using the Gateway Anchor Papers in the Classroom

- Conducting a Practice Gateway Writing Assessment

- Writing to Learn
Preparing Students for the Gateway Writing Assessment in Social Studies

The Gateway Assessment tests a student’s ability to integrate information from a variety of historical sources and to communicate effectively in a timed writing context. These abilities require practice and are most appropriately taught on an interdisciplinary basis throughout the school year. Adequate test preparation cannot be achieved with a last minute course in “How to Take the Gateway.” Students need repeated exposure to the expectations for writing effectively in the content area of U.S. history. Many general skills in writing apply to social studies writing, but there are also conventions specific to social studies writing that require explicit instruction. Regular writing assignments about historical events are the most effective preparation for the Gateway Assessment, and these will also help students learn the facts, concepts, and principles in the AKS. The following are some suggestions for preparing students for the Gateway assessment:

Gateway
U.S. History Domains

There are eight domains for the U.S. History Gateway. All U.S. History Gateway prompts will assess content taught within these domains, and these domains comprise the content of the Academic Knowledge and Skills (AKS) for the first three quarters of U.S. History. The main administration of Gateway is in March of each school year, which means fourth quarter AKS will not be assessed on the U.S. History Gateway.

<table>
<thead>
<tr>
<th>I. Colonial Era</th>
</tr>
</thead>
<tbody>
<tr>
<td>II. Revolution to Constitution</td>
</tr>
<tr>
<td>III. Creating a Nation</td>
</tr>
<tr>
<td>IV. A Divided Nation</td>
</tr>
<tr>
<td>V. Industrialization and Urbanization</td>
</tr>
<tr>
<td>VI. Progressivism and Imperialism</td>
</tr>
<tr>
<td>VII. World War I, 1920s, and 1930s</td>
</tr>
<tr>
<td>VIII. World War II</td>
</tr>
</tbody>
</table>
Understanding the Assigned Task

Review the Vocabulary Used in the Gateway Assigned Writing Tasks

- Familiarize students with the verbs used in social studies essay test questions:
  - Analyze
  - Describe
  - Evaluate
  - Examine
  - Explain
  - Impact

- Students may be familiar with most of these terms from other reading or writing contexts, but many students will still require explicit instruction on applying these terms in the context of social studies writing.

- One of the bullets for the Challenges Faced by the First Five Presidents Gateway topic asks the students to “Explain how the first five presidents responded to political challenges.” Regardless of which of the verbs listed above is used in the assigned Gateway task, students are expected to provide a fully elaborated explanation in their responses. All explanations in Gateway responses should include specific, relevant examples.

Understanding and Using the Information in the Gateway Documents

- Students need explicit instruction in processing historical documents like diagrams, tables, maps, quotations, photographs, timelines, and charts in order to be prepared for the Gateway Writing Assessment. It is important to assess your students’ abilities to interpret historical documents at the beginning of the school year in order to plan for their instructional needs. These interpretive skills are a form of visual literacy that is often overlooked in general reading comprehension course work, because most non-history books don’t contain diagrams, maps, and timelines.
Writing an Effective Gateway Essay

Planning the Essay

- Post the High School Gateway Writing Checklist in the classroom. This will be the only writing resource that students have available to them during the Gateway Assessment. The writing checklist provides reminders of the expectations for each scoring domain of Gateway.

- Provide students with prewriting strategies for developing an appropriate overall plan during a timed social studies writing assessment. The quality of each student’s overall plan is scored in Organization of Academic Ideas.
  - Outlining can serve as both a note-taking skill as well as a prewriting strategy for the Gateway Assessment.
  - Constructing a concept or mind map of the topic can serve as a prewriting strategy and a learning strategy:
    - Providing a grouping and sequencing basis for the writer’s overall plan.
    - Revealing the links between the writer’s major ideas.
    - Providing additional cues to the writer’s prior knowledge.
    - The completed concept map can also serve as a study guide for classroom assessments and the Gateway Assessment.

- Effective writers often plan the introduction and conclusion to a piece of writing after the plan for the body of the essay has been decided and drafted. This allows the writer to first see an overview of his or her major ideas and then choose the most appropriate method to introduce the reader to the topic and purpose of the essay.

- Students need to be reminded that effective conclusions do not merely repeat what has been written in the body of the response, and that there are many types of introductions and conclusions that are appropriate for social studies writing.

- After prewriting, students should review the assigned task once again to ensure that their writing plans cover each part of the assigned task. Students should also check the time remaining for the assessment.

- Please watch the Gateway Survivor Series:
  - Episode 5: Decoding a Social Studies Prompt
  - Episode 11: Let's Get Organized
**Drafting the Essay**

Remind students that every claim a writer makes in social studies writing must be substantiated with relevant evidence (facts). Although the Gateway is not an assessment of persuasive writing, students are expected to offer historical proof for every statement they make. This requires demonstrating an understanding of relevant facts as well as why and how historical events occur, not merely listing what occurs.

As a class activity, read some of the responses in the Assessment and Instructional Guide that received scores of “4” in Knowledge. Ask students to articulate in their own words the qualities of a fully (or consistently) elaborated Gateway response.

**Using Precise Vocabulary on the Gateway Assessment for Social Studies**

- Teach students to translate between generic, everyday language and precise social studies vocabulary.
  - Student responses in the Assessment and Instructional Guide can serve as anonymous classroom models of “what to do” or “what not to do” in social studies writing.

- Remind students to use precise social studies vocabulary throughout their Gateway responses and in classroom assignments during the year.
  - Advise students to avoid generic words (something, stuff), slang, and texting abbreviations (b/c).
  - A misspelled but precise term is a less severe error than a very simple or general word spelled correctly.

- Students may use the vocabulary words from any part of the assigned writing task in their responses, but it is not appropriate to copy entire phrases and sentences verbatim from the test pamphlet without using quotation marks and a citation of the source.

- Instruct students in the proper citation of sources by reviewing “Citing Original Sources” in this guide and expect students to correctly cite sources in writing throughout the school year.

- Please watch the Gateway Survivor Series:
  - Episode 6: Document Dive – “Reading the Documents”
  - Episode 12: Revising Common Gateway Issues
Using the Gateway Anchor Papers in the Classroom

Because the released topic for this guide is the Challenges Faced by the First Five Presidents, teachers can coordinate some of the recommended activities with their Creating a Nation instructional unit to reinforce regular classroom activities.

Understanding How the Gateway Assessment is Scored

- Conduct a practice Gateway Writing Assessment early in the school year to assess instructional needs in the basic skills of social studies writing.

- Explain the purpose of the three scoring domains in the Gateway Writing Assessment using the definitions provided in this guide.

- Expose students to the scoring rubrics by using the Gateway domains to give feedback on classroom assignments.

- Keep a set of Gateway Writing Assessment in Social Studies anchor models available in the classroom as a student reference and a teaching tool.

Share and Discuss the Annotated Gateway Responses and Writing Topic in this Guide

- As a whole class activity, orally compare and contrast effective and ineffective Gateway responses in each of the three scoring domains.

- Practice improving parts of the ineffective responses in each scoring domain as an individual, class, or homework activity.
  - For Expression of Academic Knowledge, individual students or small groups can read responses which contain limited academic vocabulary and correct any incorrect use of vocabulary or imprecise terminology.
  - For Organization of Academic Ideas, students can practice rewriting the introductions and conclusions of the responses released in this guide.
  - For Conventions, students can practice correcting sentence formation, usage, and mechanics errors in the responses released in this guide. EL students can practice orally to develop an ear for Standard American English.
Conducting a Practice Gateway Writing Assessment

Developing Writing Tasks

- Create a bank of sample U.S. History writing topics to share within the school and with other Gwinnett County high schools.
  - Use the Gateway U.S. History domains section of the high school AKS for U.S. History as the basis for developing practice test questions.
  - Each Gateway writing topic consists of the Historical Background statement, Timeline, and a Writing Task.
    - The Writing Task explains the general theme of the assigned task: (“Analyze the challenges faced by the first five presidents and their response to these challenges.”)
    - The Writing Task also instructs the writer about specific information which must be included in the response.
    - Each part of the Writing Task requires the writer to analyze, examine, and explain facts, concepts and principles from the topic. Make sure that each part of a practice Gateway writing task assesses at the Level Two or Three of the Depth of Knowledge (DOK) classification.

- U.S. History Released Prompts can be located for teachers on these eClass pages:
  - Teacher Accountability and Assessment Resource Center (TAARC)
  - Teacher Gateway Resources

Administering a Gateway Practice Assessment

- Practice assessments should follow the procedures outlined in the Gateway Examiner’s Manual.

- Encourage students to use the Gateway writing checklist during the practice assessment.

- Practice assessments may be appropriate for ninth, tenth, and eleventh grade students; however, the timing of the practice assessment may have an impact on how best to interpret the results. An assessment administered at the beginning of the eleventh grade school year may not predict how much content area recall students will demonstrate six months later during the actual administration of the Spring Gateway Assessment. Also, students who take a practice Gateway during the ninth and tenth grade may not perform the same way near the end of their eleventh grade year. Gateway practice assessments in ninth and tenth grade may identify at risk students, but may not serve as effective predictors for other student groups.
• The primary value of conducting a practice Gateway may lie in the practice it provides for the actual Gateway writing assessment. A practice Gateway provides practice writing in a timed context with no outside resources and can help familiarize students with both the format for the assigned task as well as for the scoring expectations, because student responses can be scored and returned.

**Scoring a Gateway Practice Assessment**

There are many options for how to score a practice Gateway Writing Assessment.

• **Independent Scoring:** The teacher scores only the writing samples produced in his or her own classroom.

• **Pair Scoring:** Two high school teachers score each writing sample separately then discuss any differences in scores. The two teachers might both be content area teachers, or one may be a Language Arts teacher.

• **Cooperative Scoring (school level):** All high school social studies teachers discuss and score the writing samples together or trade samples to score. Each sample may be scored by more than one person.

• **Schools have the opportunity to send a representative sample of scored student work to be audited by GCPS expert Gateway raters. Schools will receive a report of the audit that provides an evaluation of the consistency of scoring between the school’s teachers and the district raters. The report will provide comparisons of how each paper was scored as well as overall scoring trends within each rubric domain.**

**Writing to Learn**

In the Gateway Writing Assessment for Social Studies, students write to demonstrate what they have learned in U.S. History, but writing in the classroom can also be a vehicle for learning throughout the school year. Research indicates that writing gets students actively engaged with subject matter and promotes deeper understanding of historical content. Content area teachers can use informal and formal writing assignments in the classroom to teach content and to assess their students’ understanding of course material.

Creating effective writing to learn assignments in social studies requires planning and structure but does not require extensive training in the language arts. Many writing educators recommend a format called a mini-lesson, based on the work of Lucy Calkins and the Reading and Writing Project. A mini-lesson focuses on one specific aspect of the writing process such as generating ideas, finding a focus, using graphic organizers, or revising to clarify major ideas. These can all be adapted to writing in social studies.