



United States History

Short Constructed Response Scoring Guide

Spring 2023

General Information

Beginning with the 2022–2023 school year, social studies assessments include short constructed-response questions at every assessed grade level. Students are asked to provide a short response to a question. Responses are scored using a prompt-specific, two-point rubric.

This State of Texas Assessments of Academic Readiness (STAAR®) constructed-response scoring guide provides student exemplars at all score points for constructed-response questions from the STAAR United States History operational test. The questions are presented as they appeared on the test, and responses were scored based on the two-point rubrics that were developed with the input of Texas educators. A response earns a specific score point based on the completeness of the response provided as measured against the rubric.

The responses in this guide are actual student responses submitted online during the testing window. To protect the privacy of individual students, all names and other references of a personal nature have been altered or removed. Otherwise, the responses appear as the students wrote them and have not been modified.

United States History Short Constructed Response

Prompt

This excerpt is from an article published by the National Archives.

The entire West Coast was deemed a military area and was divided into military zones. Executive Order 9066 authorized military commanders to exclude civilians from military areas. Although the language of the order did not specify any ethnic group, Lieutenant General John L. DeWitt . . . proceeded to announce curfews that included only Japanese Americans. Next, he encouraged voluntary evacuation by Japanese Americans from a limited number of areas. . . . On March 29, 1942, . . . DeWitt issued Public Proclamation No. 4, which began the forced evacuation and detention of West Coast residents of Japanese-American ancestry on a 48-hour notice. . . .

Because of the perception of “public danger,” all Japanese within varied distances from the Pacific coast were targeted.

—*Japanese-American Internment during World War II,*
The U.S. National Archives and Records Administration

What was one way Executive Order 9066 affected Japanese Americans **AND** what was one way it violated their constitutional rights?

Think about the question carefully. Then enter your answer in the box provided.

Item-Specific Rubric

Score: 2

Score two points for correct answers that address both:

Effects of the executive order:

- Many people were forced into Japanese internment camps.
- Many people were forced to live in primitive and cramped conditions.
- Many people were forced to sell most of their personal possessions.
- Many people were forced to sell their property, including homes, businesses, and farms.
- Many internees were U.S. citizens or Nisei, sons or daughters of Japanese immigrants.

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Constitutional rights violations:

- Internees were not formally charged and, as a result, could not appeal their incarceration.
- Internees lost their personal liberties.
- The government sacrificed individual rights for perceived public safety.
- The internment was racially motivated, as internment was not mandated for other enemies such as German Americans and Italian Americans.
- Due process rights were ignored.
- Violations of the Fourteenth Amendment: "nor shall any State deprive any person of life, liberty, or property without due process of law; nor deny to any person within its jurisdiction the equal protection of the law."

Score: 1

The response provides only half of the correct details.

Score: 0

The response is incorrect or irrelevant.

Sample Student Responses

Score Point 0

Response 1

because they were immigrants

The student response does not provide an explanation of how Executive Order 9066 affected Japanese Americans, nor does it explain how it violated their constitutional rights. The explanation provided (“because they were immigrants”) is incorrect. Other immigrants from enemy nations, such as German Americans and Italian Americans, were not rounded up and detained in internment camps.

Response 2

One way the Executive Order 9066 affected the Japanese Americans was by the new laws they provided and one way it violated their constitutional rights was by treating them poorly

The student response does not provide an explanation of how Executive Order 9066 affected Japanese Americans, nor does it explain how it violated their constitutional rights. The explanations (“new laws they provided,” “treating them poorly”) are too vague to receive credit.

Response 3

The West Coast was deemed a military area and was divided into military zones. They authorized military commanders to exclude civilians from the military area.

The student response does not provide an explanation of how Executive Order 9066 affected Japanese Americans, nor does it explain how it violated their constitutional rights. It provides information copied from the excerpt but does not explain how it affected them or violated the rights of Japanese Americans.

Response 4

it took so many of there rights away

The student response does not provide an explanation of how Executive Order 9066 affected Japanese Americans, nor does it explain how it violated their constitutional rights. The information provided (“took so many of there rights away”) is too vague. It does not indicate which rights were taken away.

Score Point 1

Response 1

when that all happened we put them in camps like hitler did when the holocaust happend

The student response provides an explanation of how Executive Order 9066 affected Japanese Americans (“we put them in camps”). The student response does not explain how it violated their constitutional rights.

Response 2

Japanese Americans were sent to some camps and it violated the first amendement

The student response provides an explanation of how Executive Order 9066 affected Japanese Americans (“Japanese Americans were sent to some camps”). The explanation provided (“it violated the first amendement”) is incorrect. It violated their Fourteenth Amendment rights of due process under the law.

Response 3

Executive Order 9066 affected Japanese Americans by discriminating against them, and violated their constitutional rights by placing unjust rules upon them simply for their race.

The student response correctly explains how it violated their constitutional rights (“placing unjust rules upon them simply for their race”). The student response does not provide an explanation of how Executive Order 9066 affected Japanese Americans. The idea presented (“discriminating against them”) does not explain a clear effect of the order, such as being forced into internment camps or forced to sell their homes.

Response 4

The Executive order 9066 allowed the government to take the Japanese Americans homes and possessions. The Japanese were left with nothing and they had to go to camps.

The student response provides an explanation of how Executive Order 9066 affected Japanese Americans (“allowed the government to take the Japanese Americans homes and possessions . . . they had to go to camps”). The response does not explain how it violated their rights.

Score Point 2

Response 1

One way it affected the Japanese Americans was by limiting them to certain things like having curfews. One way it violated their constitutional rights was by keeping them in detentions and descrimanting them based on their race.

The student response provides an explanation of how Executive Order 9066 affected Japanese Americans ("having curfews," "keeping them in detentions"). The student response explains how it violated their constitutional rights ("descrimanting them based on their race").

Response 2

Executive Order 9066 affected Japanese Americans by forcefully removing them from their homes and detaining them, this violated their constitutional rights because they were detained without committing any crimes and they were targeted for their ethnic background.

The student response provides an explanation of how Executive Order 9066 affected Japanese Americans ("forcefully removing them from their homes and detaining them"). The student response explains how it violated their constitutional rights ("they were detained without committing any crimes and they were targeted for their ethnic background").

Response 3

One way Japanese Americans were affected from Executive Order 9066 was many japanes were displaced after being sent to and secluded in the Japanes internment camps. These camps violated the constitutional rights as many of them faced discrimination and had their rights temporarily suspended while in these camps.

The student response provides an explanation of how Executive Order 9066 affected Japanese Americans ("sent to and secluded in the Japanes internment camps"). The student response explains how it violated their constitutional rights ("faced discrimination and had their rights temporarily suspended").

Response 4

One way the Executive Order 9066 affected Japanese Americans is that it restricted their lives, making it to where they could go out only at certain times which resulted in prejudice against them, isolating them as a sort of enemy even though they were Americans nonetheless. One way it violated their rights was through the restriction of their freedom without due process of law. Instead losing it though mass restriction based on panic and fear.

The student response provides an explanation of how Executive Order 9066 affected Japanese Americans ("restricted their lives, making it to where they could go out only at certain times"). The student response explains how it violated their constitutional rights ("restriction of their freedom without due process of law . . . based on panic and fear").

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Prompt

This excerpt is about the arrest of an important individual from the Civil Rights Movement.

We received a call upon arrival the bus operator said he had a colored female sitting in the white section of the bus, and would not move back.

We [the two police officers] also saw her.

The bus operator signed a warrant for her. . . . Rosa Parks . . . was charged with chapter 6 section 11 of the Montgomery City Code.

—*Montgomery Police Department, December 1, 1955*

Why was there a boycott after this act of civil disobedience **AND** how did the boycott affect the Civil Rights Movement?

Think about the question carefully. Then enter your answer in the box provided.

Item-Specific Rubric

Score: 2

Score two points for correct answers that include one reference to Part A and one reference to Part B.

Part A:

The NAACP used Parks' arrest to encourage a bus boycott in order to bring attention to the segregation of Montgomery public transportation.

Part B:

- Her actions sparked further protests in other regions.
- Her actions sparked support from other regions.
- She galvanized other activists.
- She inspired other activists.

Score: 1

The response provides only half of the correct details.

Score: 0

The response is incorrect or irrelevant.

Sample Student Responses

Score Point 0

Response 1

The boycott was used to show the dependance of black people in public transportation

The student response does not explain why there was a boycott after this act of civil disobedience, nor does it explain how the boycott affected the Civil Rights Movement. The information provided is incorrect.

Response 2

there was a boycott after this incident because a colored female (Rosa Parks) was sitting in the front of the bus.

The student response does not explain why there was a boycott after this act of civil disobedience (“a colored female [Rosa Parks] was sitting in the front of the bus”), nor does it explain how the boycott affected the Civil Rights Movement. The information provided is irrelevant to the question asked.

Response 3

Yes because she was sitting were she was not supposed to be, I dont think she affected the civil right movement because she is just sitting on a bus where everyone should be allowed to sit and have the same value as the other ones.

The student response (“she was sitting were she was not supposed to be”) does not explain why there was a boycott after this act of civil disobedience. The response describes what she did but not why there was a boycott. The student response does not explain how the boycott affected the Civil Rights Movement. The reason given (“I dont think she affected the civil right movement”) is incorrect.

Response 4

There was a boycott after this act of civil disobedience because Rosa Parks just wanted to sit on the bus and she got arrested for it. The boycott affected the Civil Right Movement because people stopped going on the buses which means the bus drivers weren't getting paid.

The student response (“wanted to sit on the bus and she got arrested for it”) does not explain why there was a boycott after this act of civil disobedience. It does not explain why there was a boycott but describes Rosa Parks’s actions. The explanation (“people stopped going on the buses which means the bus drivers weren’t getting paid”) is irrelevant to the questions asked.

Score Point 1

Response 1

There was a boycott of the buses because people were tired of being treated differently because of their skin color. The boycotts helped the civil rights movement as it pushed forward into a new era without any segregation or discrimination.

The student response explains why there was a boycott after this act of civil disobedience (“people were tired of being treated differently because of their skin color”). The student response does not explain how the boycott affected the Civil Rights Movement.

Response 2

boycott meant they would stop using the bus since they disagree with what they did and motivated blacks across the country to protest in there own way

The student response “motivated blacks across the country to protest in there own way” does explain how the boycott affected the Civil Rights Movement. The student response “disagree with what they did” does not explain why there was a boycott after this act of civil disobedience. It is too vague to receive credit.

Response 3

Because people of color still were not getting there rights and werent free. It impacted the civil rights alot, this sparked alot of people to speak out.

The student response “sparked alot of people to speak out” explains how the boycott affected the Civil Rights Movement. The student response “not getting there rights” does not explain why there was a boycott after this act of civil disobedience. It does not provide sufficient information to receive credit.

Response 4

The bus boycott affected the civil right movement by helping others get courage to stand up for themselves.

The student response does not provide an explanation for why there was a boycott after this act of civil disobedience. The student response does explain how it affected the Civil Rights Movement (“helping others get courage to stand up for themselves”).

Score Point 2

Response 1

Because black people were being treated unfairly and there were no equal rights for them. Rosa Parks became a big figure for a hope of change. The boycott helped start a spark in the movement.

The student response provides a valid explanation why there was a boycott after this act of civil disobedience (“Because black people were being treated unfairly . . . no equal rights for them”). The student response correctly explains how the boycott affected the Civil Rights Movement (“hope of change . . . helped start a spark in the movement”).

Response 2

A boycott would take place after this to highlight the unjust treatment of blacks in america during the 20th century, this boycott would affect the civils right movement by giving it a bigger platform to spread a message whilst making perhaps a bad name towards the people who see otherwise .

The student response provides a valid explanation why there was a boycott after this act of civil disobedience (“highlight the unjust treatment of blacks”). The student response then explains how the boycott affected the Civil Rights Movement (“giving it a bigger platform to spread a message”).

Response 3

There was a boycott because rosa parks was being racially discriminated against. The boycott affected the movement because it inspired more people to take their side.

The student response provides a valid explanation why there was a boycott after this act of civil disobedience (“being racially discriminated against”). The student response then explains how the boycott affected the Civil Rights Movement (“inspired more people to take their side”).

Response 4

The boycott that ensued was a response to the unfair blakc codes in the South that had been placed to limit African American's activity in the public sphere of the South. The boycott started to encourage the Civil Rights movement and its development by convincing people by the masses to stand up for what they believed to be a basic human right (de-segregation).

The student response provides a valid explanation why there was a boycott after this act of civil disobedience (“response to the unfair blakc codes . . . limit African American’s activity in the public sphere of the South”). The student response then explains how the boycott affected the Civil Rights Movement (“convincing people by the masses to stand up for what they believed to be a basic human right”).