U.S. History and Government

Original exam A, full-length form B and three-week preparation

Why these demands were selected

The January civic issues were Black voting rights (2024), Treaty of Versailles ratification (2025) and Prohibition (2026). January Part I included a photo on 3/3 forms, June on 3/4, August on 1/4. Constitutional foundations appeared across all months.

Three Januaries span different historical periods and kinds of civic conflict. A rotation rule would mistake 11 distinct essay labels for a predictable sequence.

Released forecast example

State design / administration guidance

Original exam A

Four sets, 8 multiple-choice and 4 written responses. Suggested time: 75–100 min; divide across two periods if needed. Each selected response earns one local point. Each written response earns one local point per numbered criterion on the key. Maximum 22 local points. Accept defensible alternative reasoning. Allow consistent follow-through where the local criterion assesses a new operation; annotate the originating error.

Full-length form B

Use the intact linked 2026-06 official booklet except 29. The insert preserves one response position and its maximum credit. Report the original-component subtotal and replacement result separately. State conversion charts are specific to the unmodified state form. Record prior exposure if students have used the released booklet in preparation.

Preparation and feedback

Use the six Studio sessions, then one new retrieval check per week. Use Form A as an independent transfer check after preparation. Form B is optional for full-length rehearsal. On return after absence, students can start with the re-entry line on the current week’s sheet. After testing, return to the first unsupported step in the student’s reasoning.

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Questions 1–6 • One point per selected response.

1 D • The New Deal expanded federal involvement in economic recovery.
The TVA was a federal New Deal response during the Depression.

2 A • Changes over time in households connected to electric power in the region
Connections over time directly bear on access to power.

3 Written response / 3 local points
1. Situate the documents in the Depression and government responses to regional economic distress.
2. Use a condition from A, such as limited electricity or repeated erosion.
3. Explain how a specific TVA authority in B addressed that condition, distinguishing intended response from measured success.

4 B • How a newspaper represented the marchers' public message
The described photograph provides evidence about a public depiction, not a population-wide belief.

5 A • The editor's correspondence comparing candidate photographs
Correspondence about selection bears directly on editorial purpose.

6 Written response / 3 local points
1. Describe persistent barriers facing Black voters despite constitutional protections.
2. Explain the editor's purpose of communicating the marchers' goal to newspaper readers.
3. Identify a well-defined inquiry the image supports and a limitation arising from selection. Accept alternative supported evaluations.

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Questions 7–12 • One point per selected response.

7 D • A formal constitutional protection coexisted with barriers in practice.
The legal rule and practical access did not always coincide.

8 C • Organizing a march to press for reform
Public collective advocacy can influence policy without holding office.

9 Written response / 2 local points
1. Identify discriminatory barriers to registration despite formal voting protections.
2. Explain how organizing or public marches exposed the barriers or mobilized public support for enforcement.

10 C • The federal response added enforcement mechanisms.
The law expanded federal means to address practices that interfered with voting.

11 B • Comparable registration rates and accounts from affected voters over time
Rates with suitable denominators and firsthand accounts test different aspects of access.

12 Written response / 6 local points
1. Explain the tension between constitutional protection and practical exclusion.
2. Develop at least one organizing action and one government action.
3. Use at least four dossier sources accurately, identifying them.
4. Apply relevant outside knowledge, such as the federal examiners authorized to assist registration in covered areas.
5. Judge the extent of success with a reason and distinguish legal capacity from proof of universal access.
6. Organize a coherent argument. Accept other supported historical judgments.

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Replacement scoring and retrieval-check keys

Form B replacement / 29 / 5 credits maximum

Use the linked state short-essay Set 1 holistic criteria with this new pair. A strong account connects national market expansion and dependence on rail transport to pressure for federal oversight. Explain how rate grievances motivated intervention and distinguish the creation of a commission from proof of success. Other historically defensible accounts earn credit.

Public scoring materials for base form **Official holistic scoring guide**

Week 1 / retrieval check

How does evidence of low household electricity access help contextualize a public power proposal?
It identifies an existing access problem that public generation and distribution could address.

Week 2 / retrieval check

An organizer wrote a flyer about a march. State one inquiry for which it is useful and one needing corroboration.
It shows intended aims or appeals; independent evidence is needed to determine attendance or policy impact.

Week 3 / retrieval check

A law grants federal oversight. Name one practical outcome measure and one limit.
Compare registration rates among eligible voters across time and place; simultaneous changes limit attribution.

Department follow-up

USHG-C1 Distinguish context from relationship
What was already happening before these documents, and why did it matter to their creation?

USHG-C2 Evaluate reliability for a specific purpose
What would Nixon’s veto message be especially useful evidence for? What claim would need corroboration?

USHG-C3 Apply outside information to civic outcomes
Which fact changes your judgment about what the policy accomplished or whom it affected?

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Use the independent exam only after practice, or document the order if using it diagnostically.

Which preparation sessions lead into each exam set?

A1 · Set 1 • the Tennessee Valley / Studio session(s) 1

A2 · Set 2 • what does a photograph establish? / Studio session(s) 2,4

A3 · Civic dossier • legal protection and access / Studio session(s) 3,5

A4 · Civic dossier • enforcement and evaluation / Studio session(s) 5,6

Likely reading of a partial response to investigate

A response substitutes a source summary for context. Ask what condition existed before the source was created.

Bridge rehearsal / worked feedback

A law promises equal access to a service. Choose one record proving authorization and another helping evaluate actual access.

Use the enacted statute for authority and participation rates or implementation records for access, with relevant denominators.

Local holistic descriptors for the Form B replacement

0 • Blank, unrelated or inaccurate throughout.

1 • Minimally addresses context or relationship with isolated relevant information.

2 • Develops one aspect or treats both minimally, with limited detail.

3 • Addresses context and relationship with some development or develops one more fully, using relevant evidence.

4 • Develops both aspects with accurate evidence from both documents and some analysis of how the developments connect.

5 • Thoroughly develops both aspects with accurate document evidence and relevant historical detail, explaining how the circumstances contributed to regulatory action.