Sample Item Release

- Mathematics: Grades 3, 5, and 7; Algebra I, Integrated Math I, and Algebra II Sample Integrated Items

- Social Studies: Examples of New Item Types applicable to Grades 5-8

Guidance to Educators

Mathematics Integrated Items

Integrated Items are 4-6 point questions which ask students to assimilate information from multiple grade-level domains. Additionally, they may require background knowledge from previous grades. For all 2016-17 mathematics TNReady assessments, students will see two *field tested* integrated items.

Integrated items assess:

- Problem solving skills that are embedded in the mathematics practices

- Multiple standards across multiple domains in an integrated manner

- Both major and supporting content

This document contains samples from 3rd, 5th and 7th grades, as well as, Algebra I, Integrated Math I, and Algebra II. Scoring guides for each are provided.

Social Studies Written Response Items

Written Response Items are 2 point or 4 point items that are intended to assess a student's historical awareness and provide the opportunity for students to showcase their knowledge and ability to respond to historical questions in writing. Students are expected to provide a short written response to questions using information from a provided text in conjunction with background knowledge. Items will be hand-scored using a scoring guide that is unique to each question. Scoring guides are provided in this document for each question. All operational items and scoring guides will be reviewed by Tennessee educators.

Grade 3 Sample Integrated Item: Cake Sale

The baker at the Yum-Yum Bake Shop is making cakes for the day. Answer the questions about the work at the bakery.

PART A

The baker uses 1 cup of sugar to make 3 cakes. Each cake has an equal amount of sugar. The shaded part of the model shows the amount of sugar in 1 cake.

Select the **two** models that show the amount of sugar in 1 cake.

A.

B.

C.

D.

E.

F.
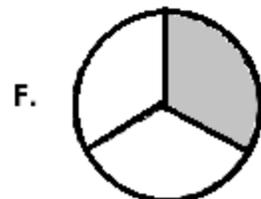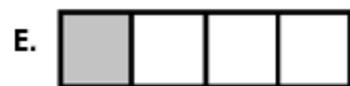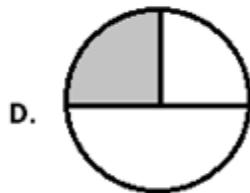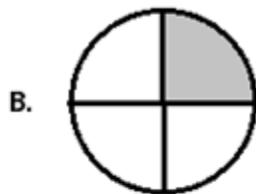
PART B

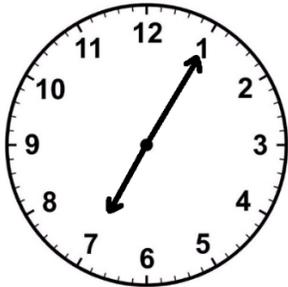The bakery has 3 glass cases to hold the cakes. Each case has 10 shelves. The baker places 5 cakes on each shelf. How many cakes are there altogether?

Enter your answer in the box.

| | cakes

PART C

The baker put a cake into the oven at the time shown:

The cake takes 35 minutes to bake.

What time should the baker take the cake out of the oven?

A. 7:30
B. 7:35
C. 7:40
D. 7:45

PART D

The cakes are placed in boxes for people to take them home. The length of one side of the bottom of the box is shown.
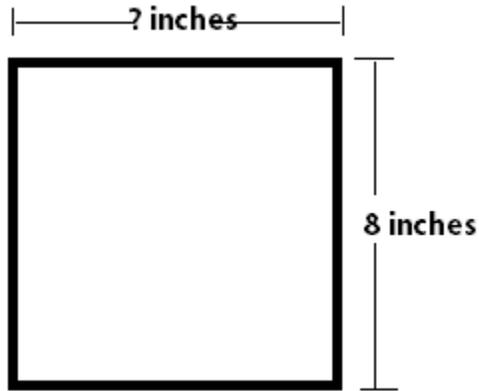
The bottom of the box is a square. What are the missing length and area of the bottom of the box?

A. 8 inches and 56 square inches
B. 8 inches and 64 square inches
C. 9 inches and 64 square inches
D. 9 inches and 72 square inches

RUBRIC

PART A: Multiple Select; Standard 3.NF.A.1; Key = C; 1 point
Rationale:
A. Student selects the model that represents the entire cup of sugar.
B. Student selects a model that has 1 shaded and 3 non-shaded parts.
C. Correct response; model correctly shows 1/3.
D. Student selects a model with 1 out of 3 sections shaded, but the sections are not equal sized.
E. Student selects the model that has 1 shaded and 3 non-shaded parts.
F. Correct response; model correctly shows 1/3.

PART B: Text Entry; Standard 3.NBT.A3; Key = 150 cakes; 1 point
3 x 10 x 5 = 150

PART C: Multiple Choice; Standard 3.MD.A.1; Key = C; 1 point
Rationale
A. Student subtract 5 minutes from 35 minutes.
B. Student selects 7:35 because it has 35 in it.
C. Correct response; 5 + 35 = 40.
D. Student mistakenly adds 40 instead of 35

PART D: Multiple Choice; Standard 3.MD.C.7b; Key = B; 1 point
Rationale
A. Student finds the correct side length, but has a multiplication error.
B. Correct response; because the shape is a square the missing side length is 8 and 8 x 8 = 64.
C. Student finds an incorrect side length for a square.
D. Student finds an incorrect side length for a square, and calculates l x w = 72 for the area.

Grade 5 Sample Integrated Item: Doughnut Fund-raiser

John's science club is selling boxes of doughnuts for a fund-raiser. The club paid $3.50 for each box of doughnuts and sold them for $5.25. Answer the questions about the fundraiser.

Part A

The science club sold 3 boxes of doughnuts to one customer.

Select all the expressions that show how much money, in dollars, the club raised on this sale.

A. $5.25 - (3 \times 3.50)$
B. $3 \times (5.25 - 3.50)$
C. $(3 \times 5.25) - (3 \times 3.50)$
D. $3 - (5.25 \times 3.50)$
E. $(3 \times 5.25) - 3.50$

PART B

The club's goal is to raise $150.00.

What is the minimum number of boxes of doughnuts that must be sold to meet the goal?

A. 29
B. 43
C. 75
D. 86

Part C

Each box of doughnuts contains 3 different flavors and has 12 doughnuts.

- $\frac{1}{4}$ of the doughnuts are chocolate

- $\frac{1}{12}$ of the doughnuts are plain

- the remaining doughnuts are cream-filled

What fraction of the doughnuts in each box are cream-filled? Enter your answer in the box.

How many cream-filled doughnuts are in each box? Enter your answer in the box.

Part D

Each doughnut box is a rectangular prism that measures 8 inches long, 6 inches wide, and 4 inches high. John is delivering the boxes of doughnuts in a larger rectangular prism shaped container with the dimensions shown below.

1 ft.

1 ft.

2 ft.
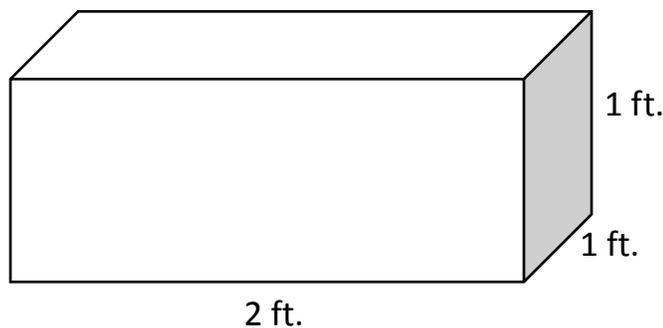
What is the greatest number of doughnut boxes that will fit into the larger rectangular container?

A. 6 boxes
B. 9 boxes
C. 18 boxes
D. 24 boxes

RUBRIC

PART A: Multiple Select; Standard 5.OA.A.1; Key B, C; 1 point
Rationale:
A. Student did not multiply the money collected by 3.
B. Correct response; number of boxes x profit.
C. Correct response; distributes the number of boxes to both purchase and selling price, then finds the difference.
D. Student reversed the signs.
E. Student did not multiply the cost per box by 3.

PART B: Multiple Choice; Standard 5.NBT.B.7; Key D; 1 point
Rationale:
A. Student divides 150 by 5.25 and rounds up.
B. Student divides 150 by 3.5 and rounds up.
C. Student subtracts 5.25 – 3.50 and rounds to 2 before dividing.
D. Correct response; 5.25 – 3.50 = 1.75; 150/1.75 = 85.714 $\approx$ 86

PART C: Text Entry; Standard 5.NF.A.1; Key $\frac{2}{3}$ or equivalent and 8; 2 points

$$1-\frac{1}{4}-\frac{1}{12}=\frac{12}{12}-\frac{3}{12}-\frac{1}{12}=\frac{8}{12}=\frac{2}{3} \text{ and } \frac{2}{3}\times12=8 \text{ cream-filled doughnuts}$$

PART D: Multiple Choice; Standard 5.MD.A.1 and 5.MD.C.5b; Key C; 1 point
Rationale:
A. Student finds the 1st layer of boxes.
B. Student calculates 3 boxes across and 3 boxes high.
C. Correct response; 3 x 8 across = 24 in., 2 x 6 deep = 12 in. 3 x 4 high = 12 in.; 3 x 2 x 3 = 18 boxes.
D. Student calculated 2 ft. x 1 ft. x 1ft. as 24 in x 1 in x 1 in and wrote down the volume of the container.

Grade 7 Sample Integrated Item: Art Mural

Use the information given in the figure to answer Part A, Part B and Part C.

Keira plans to paint the wall outside the art classroom. A scale drawing of her plan is shown.

Scale: 1 in. = 5 ft.
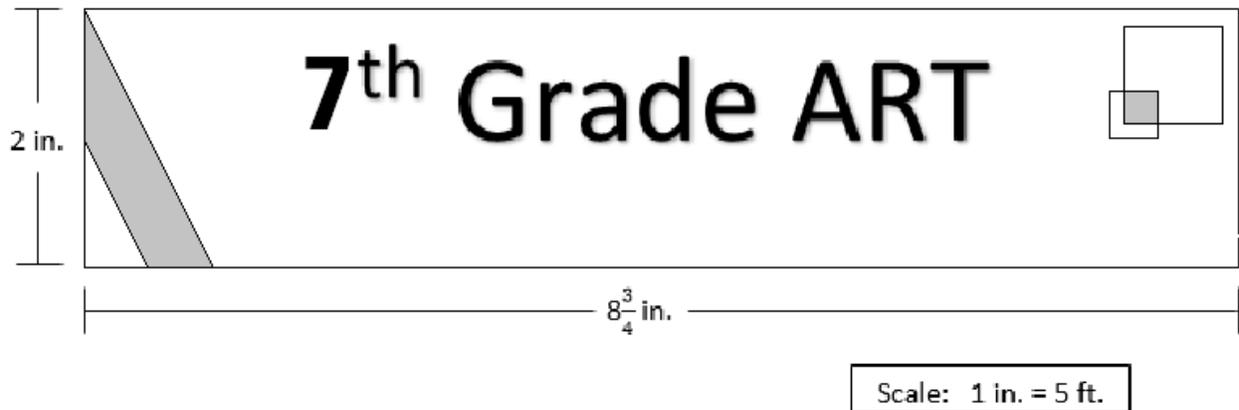
Part A

Based on the scale drawing, what is the area, in square feet, of the wall that Keira will paint?

A. $17\dfrac{1}{2}$

B. $87\dfrac{2}{4}$

C. $403\dfrac{3}{4}$

D. $437\dfrac{1}{2}$

Part B

Keira plans to paint the wall green before adding the design. The entire wall is 800 square feet. She went to a paint store and received the following information from the sales clerk.

- 1 gallon of paint covers approximately 180 square feet
- 1 gallon of paint costs $25
- 1 quart of paint covers approximately 45 square feet
- 1 quart of paint costs $10

Select all statements that are true about the paint Keira should buy.
A. Keira would be able to cover the wall using 5 gallons of paint.
B. Keira would be able to cover the wall using 17 quarts of paint.
C. Keira would be able to cover the wall using 4 gallons and 2 quarts of paint.
D. Keira would spent less money if you bought all gallon containers of paint.
E. Keira would spent less money if she bought all quart containers of paint.
F. Keira would spend less money if she bought a mix of gallon and quart containers of paint.

Part C

The Paint Store is having a sale on Saturday. Everything will be marked down 15%. Keira picks up the paint and some other supplies she needs for her art project. The cost before the 15% discount is $220.45. The sales tax is 9.75%.
How much will Kira pay? Enter your answer in the box.
$ _____

Part D

Keira mixes 8 pints of blue paint with every 4 pints of white paint to use for her design.
How many pints of blue paint does she use for each pint of white paint?
A. $\frac{1}{2}$
B. 1
C. 2
D. 4

RUBRIC

Part A: Multiple Choice; Standard 7.G.A.1; Key D; 1 point
Rationale:
A. Student multiplies 2 x 8.75; does not use key.
B. Student multiplies 2 x 8.75 x 5.
C. Student calculates (2 x 5) x (8 x 5) + ($\frac{3}{4}$ x 5).
D. Correct response; $(2\times5)\times\left(8\frac{3}{4}\times5\right)=10\times43\frac{3}{4}=430\frac{30}{4}=437\frac{1}{2}$

Part B: Multiple Select; Standard 7.NS.A.3; Key A, C. F; 1 point
Rationale:
A. Correct response; $800\div180=4.4\overline{4}$ therefore need 5 gallons.
B. Student may have ignored the fraction.
C. Correct response; $800-(180\times4)=80$ and $80\div45=1.7\overline{7}$.
D. Student thought since less gallon containers are needed, the price would be less.
E. Student thought since the pint container cost less per unit, this would be less costly.
F. Correct response; 5 gallons = $125, 18 pints = $180, 4 gallons + 2 pints = 100 + 20 = $120.

Part C: Text Entry; Standard 7.RP.A.3; Key $205.65; 1 point
$220.45\times0.85\times1.0975=205.65$

Part D: Multiple Select; Standard 7.RP.A.2b; Key C; 1 point
Rationale:
A. The student may have identified the unit rate for white paint per pint of blue.
B. The student may have thought there was 1 pint of blue paint since there is 1 pint of white.
C. Correct response; $\frac{8\text{ blue}}{4\text{ white}}=\frac{x\text{ blue}}{1\text{ white}};x=2$.
D. The student may have subtracted quantities.

Algebra I Integrated Item Sample: Concentration of Solutions

Use the information in the table to answer Part A and Part B.

A substance is added to a solution and its concentration measured every hour. The measurements are recorded in the table shown.

Solution 1

Time, *t* (in hours)	Concentration, *C* (percent)
0	64
1	48
2	36
3	27

Part A

What is the average rate of change in the solution's concentration, in percent per hour, over the first two hours?

Enter your answer in the box.

_____

Part B

The function $C(t) = 36(0.75)^{t-2}$ models the concentration of the substance over time, t.

Which equation is equivalent to $C(t) = 36(0.75)^{t-2}$?

A. $C(t) = 48(1 - 0.75)^{t-1}$
B. $C(t) = 64(1 - 0.75)^{t-1}$
C. $C(t) = 48(0.75)^{t}$
D. $C(t) = 64(0.75)^{t}$

Use this information to answer Part C and Part D.

These two functions represent the change in concentration of a certain substance in two different solutions in t hours.

$$\text{Solution F: } f(t) = 50(0.85)^t$$
$$\text{Solution G: } g(t) = 80(0.65)^t$$

Part C

Which statements about the two solutions are valid?

Select **all** the valid statements.

A. When the experiment begins, the concentration of Solution F is 20% greater than the concentration of Solution G.
B. When the experiment begins, the concentration of Solution F is 30% less than the concentration of Solution G.
C. The concentration of Solution G decreases more slowly than the concentration of Solution F.
D. The concentrations of the two solutions are equal between 1 and 2 hours.
E. The concentrations of the two solutions are equal between 2 and 3 hours.
F. The concentration of Solution G is greater throughout the experiment.

Part D

To the nearest tenth of a percent, which statement best describes the change in the concentration of Solution G between 2 hours and 3 hours?

A. The concentration increased 11.8%.
B. The concentration increased 22.0%.
C. The concentration decreased by 11.8%.
D. The concentration decreased by 22.0%.

Rubric

Part A: [A1.F.IF.B.5] Text entry, 1 point
Correct response: −14 percent per hour
(36 − 64)/(2 − 0) = −28/2 = −14

Part B: [A1.A.SSE.B.3c] Multiple choice, 1 point
Correct response: D
Rationales
A. Confused rate of 0.75 with 1 − 0.75 and changed coefficient to hour 1 percent.
B. Confused rate of 0.75 with 1 − 0.75 and changed coefficient to hour 0 percent.
C. Used the coefficient that would require exponent of $t − 1$.
D. Correct. Percent concentration is 64 when $t = 0$ and the rate of decrease is the same.

Part C: [A1.F.LE.B.4] Multiple select, 1 point
Correct response: B, D
Rationales
A. Compared the rates instead of the value of the function at $t = 0$.
B. Correct. Solution F starts at 50% and Solution G starts at 80%.
C. Compared 0.85 to 0.65 incorrectly in the context.
D. Correct. The graphs of the functions intersect between $t = 1.7$ and $t = 1.8$.
E. Estimated the intersection of the graphs incorrectly.
F. Assumed the greater beginning concentration would remain greater because both functions are exponential.

Part D: [A1.F.IF.A.2] Multiple choice, 1 point
Correct response: C
Rationales
A. Subtracted $g(3)$ from $g(2)$.
B. Selected the value of $g(3)$.
C. Correct. $g(3) − g(2) = 21.97 − 33.8 = −11.83$, rounded to 11.8
D. Selected the value of $g(3)$.

**Integrated Math I Sample Integrated Item: Swim Practice**

Source --

Stimulus

Use the information and scatter plot to answer Part A, Part B, Part C and Part D.

Marta is practicing to improve her time swimming the 100-yard freestyle. Every Tuesday the coach records the time, in seconds, that it takes Marta to swim the 100-yard freestyle. The graph shows her times for the first seven weeks of swim practice.
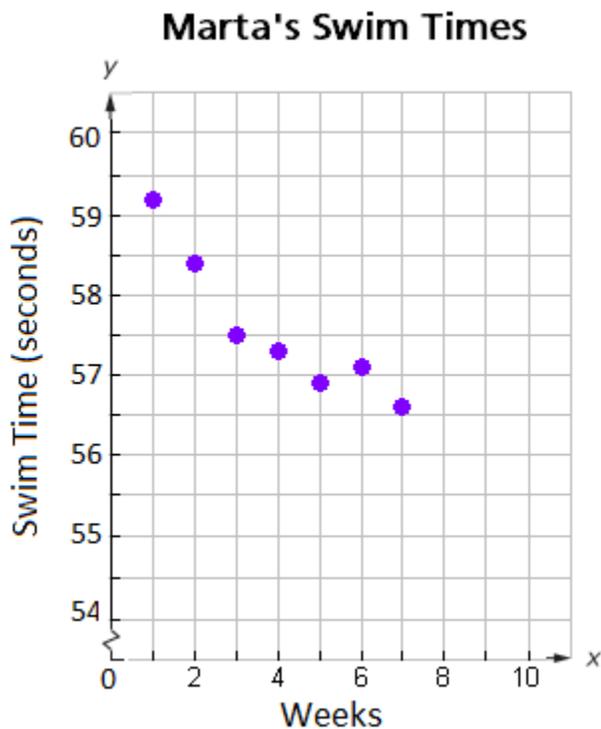
Part A

Marta selected the points (2, 58.5) and (5, 57) to approximate a trend line. Then she used her trend line to predict her swim time at 10 weeks.

Which function and prediction best represent the results that Marta should get with this method?

A. Trend line: $f(x) = \frac{1}{2}x + 59.5$
   Predicted time: 54.5 seconds

B. Trend line: $f(x) = \frac{1}{2}x + 54.5$
   Predicted time: 52.5 seconds

C. Trend line: $f(x) = -\frac{1}{2}x + 59.5$
   Predicted time: 54.5 seconds

D. Trend line: $f(x) = -\frac{1}{2}x + 54.5$
   Predicted time: 49.5 seconds

Part B

Marta used all the data in the scatter plot to compute a linear model using a least squares regression, where *x* is the week number of her practice time.

$$g(x) = -0.404x + 59.257$$

Which statement best interprets the meaning of this linear model's slope in this context?

A. Marta's slowest time was about 59.3 seconds.
B. Marta improves her time by about 40% each week.
C. Marta's time decreases about 0.4 second per week.
D. Marta increases her distance by about 0.4 yard each week.

Part C

Sam disagrees with Marta about the type of model that is best for the data. He believes the data would fit an exponential model better than a linear model.

Which statement best defends one or the other model?

A. Marta's linear model is better because the scatter plot implies a constant rate of change.
B. Sam's exponential model is better because the scatter plot implies a constant rate of change.
C. Marta's linear model is better because the rate of decay per unit interval is greater at first and is not constant.
D. Sam's exponential model is better because the rate of decay per unit interval is greater at first and is not constant.

Part D

Sam suggested an exponential model $h(x)$, where $h(0) = 60$ and $r = 0.99$. Based on Sam's model, what is Marta's predicted swim time at 15 weeks, to the nearest tenth of a second?

Enter your answer in the box.

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Rubric

Part A: [M1.S.ID.B.4a, M1.F.IF.A.2] Multiple choice, 1 point
Rationales
A. Found the incorrect slope sign, then incorrectly added 2.5 to 57 .
B. Found the incorrect slope sign, then correctly subtracted 2.5 from 57.
C. Correct. Slope $\frac{58.5-57}{2-5} = \frac{1.5}{-3} = -0.5$; 57 = –0.5(5) + b → b = 57 + 2.5 = 59.5
D. Found the correct slope, but then subtracted 2.5 from 57.

Part B: [M1.S.ID.C.5] Multiple choice, 1 point
Rationales
A. Referenced the y-intercept of the model rather than the slope.
B. Applied the 0.404 rate to seconds instead of weeks.
C. Correct. The negative represents the decrease in seconds per x weeks.
D. Applied the rate of change to distance instead of to time.

Part C: [M1.F.LE.A.1c] Multiple choice, 1 point
A. The scatter plot has greater increases at first and the changes decrease over time.
B. The scatter plot has greater increases at first and the changes decrease over time.
C. The rate of decay is constant in a linear model.
D. Correct. The rate of decay is not constant in an exponential model.

Part D: [M1.S.ID.B.4a] Text entry, 1 point
Key 51.6
$h(0) = 60(0.99)^x$
$h(15) = 60(0.99)^{15} = 51.6035$

Algebra II Integrated Item Sample: Paint Factory Production

Use these functions to answer Part A, Part B, Part C, and Part D.

A paint factory models the cost of producing x gallons of premium paint as $C(x)$, where C is in dollars.

$$C(x) = 2500 + 15x$$

The average production cost in dollars, $A(x)$, is calculated as the ratio of production cost to gallons produced.

$$A(x) = \frac{C(x)}{x}$$

The revenue generated from selling x gallons of paint is modeled as $R(x)$, where R is in dollars.

$$R(x) = 1800 \cdot \ln(x - 40)$$

Part A

The maximum amount the factory can spend on production of premium paint per day is $10,000. What is the appropriate domain for each of the functions?

Enter the correct domain number in each box.

Domain 1: {the set of all positive integers}
Domain 2: {all integers x, $0 \le x \le 500$}
Domain 3: {all integers x, $0 \le x \le 2500$}
Domain 4: {all integers x, $0 < x \le 500$}
Domain 5: {all integers x, $0 < x \le 2500$}
Domain 6: {all integers x, $40 < x \le 500$}
Domain 7: {all integers x, $40 < x \le 2500$}

$C(x)$: Domain ☐ $A(x)$: Domain ☐ $R(x)$: Domain ☐

Part B

What is the production cost of one gallon if the factory produces 200 gallons of premium paint in one day?

Enter your answer in the box.

$ [   ]

Part C

The manager finds the inverse of $A(x)$ to determine the number of gallons of premium paint to produce, given the desired average cost per gallon.
Which function represents $A^{-1}(x)$?

A. $A^{-1}(x) = \dfrac{2500}{x-15}$

B. $A^{-1}(x) = \dfrac{2500}{x+15}$

C. $A^{-1}(x) = \dfrac{x-15}{2500}$

D. $A^{-1}(x) = \dfrac{x+15}{2500}$

Part D

The factory's break-even point is the number of gallons of premium paint produced when the production cost equals the revenue. To the nearest whole gallon, what is the break-even point for one day?

Enter your answer in the box.

[   ] gallons

Rubric

Part A: [A2.F.IF.A.1] Text entry, 1 point
Correct Response: $C(x)$: Domain 2; $A(x)$: Domain 4; $R(x)$: Domain 6
Rationale
$C(x)$: 10,000 = 2500 + 15x → 7500 = 15x → x = 500, so [0, 500]
$A(x)$: $x \neq 0$, so (0, 500]
$R(x)$: $x > 40$, so (40, 500]

Part B: [A2.N.Q.A.1] Text entry, 1 point
Correct Response: $27.50
Rationale: Evaluates function $C(x)$ and then $A(x)$ for x = 200
$C(200)$ = 2500 + 15(200) = 5500
$A(200)$ = $C(200)/200$ = 5500/200 = 27.5

Part C: [A2.F.BF.B.4] Multiple choice, 1 point
Correct Response: A
Rationales
A. Correct. Rewrite $A^{-1}(x) = \frac{2500}{x-15}$ as $= \frac{2500}{x-15}$, then switch the variables and solve
for the new y.
$y = \frac{2500+15x}{x} \longrightarrow x = \frac{2500+15y}{y} \longrightarrow xy = 2500 + 15y \longrightarrow xy - 15y = 2500$
$(x - 15)y = 2500 \longrightarrow y = \frac{2500}{x-15}$
B. Added 15y to xy instead of subtracting.
C. Switched the numerator and denominator of the correct inverse expression.
D. Added $15y$ instead of subtracting and switched numerator and denominator.

Part D: [A2.A.REI.D.6] Text entry, 1 point
Correct Response: 45 or 46
Rationale
Graphs of $C(x)$ and $R(x)$ intersect at approximately x = 45.7

6th Grade Social Studies

Standard Alignment: 6.14- Write an informative piece explaining the significant contributions of Mesopotamian leaders, including Hammurabi and Sargon, and explain the basic principle of justice in Hammurabi's Code ("an eye for an eye").

Written Response Item (2 points):

Based on your knowledge of history, list two reasons why Sargon and Hammurabi were significant leaders in ancient Mesopotamia.

Scoring Guide:

\	2-Point Scoring Guide
Score	**Social Studies Content**
2	Addresses 2 of the following: • Sargon created the first empire ever by uniting Mesopotamia • Hammurabi's Code provided one law for the whole empire • Hammurabi's Code was written in stone, making it permanent
1	Addresses 1 of the following: • Sargon created the first empire ever by uniting Mesopotamia • Hammurabi's Code provided one law for the whole empire • Hammurabi's Code was written in stone, making it permanent
0	• Does not provide a response or provides a response that does not demonstrate an understanding of the concepts or procedures outlined in the task.

8th Grade Social Studies

Standards Alignment: 8.85- Explain the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and Jim Crow laws.

Written Response Item (4 point):

Read the excerpts and answer the question.

Excerpt #1:

Dear Sir We the People of Liberty county & State of georgia Set Free from the oppression of Slavery, Desire through our Delegates . . . To appeal to you asking aid and counsel in this our Distressed condition; We Learned, from the Address of general Howard that we were to Return to the Plantation and work for our Former owners at a Reasonable contract as Freemen; and find. a Home and Labour, Provided we can agree But these owners of Plantation out here Says they only will Hire or Take the Prime Hands and our old and Infirm [sick] Mothers, and Fathers and our children will not Be Provided for; and this you will See Sir Put us in confusion . . . We cannot Labour for the Land owners and know that our Infirm and children are Not Provided for.

— Letter by Georgia Freedmen to the Freedmen's Bureau Subassistant Commissioner, *Land and Labor*, 1865

Excerpt #2:

Sealy Banks vs. *Mrs. Estes*, Aug 20

[Sealy] Reports that she is working for Mrs. Estes — That Mrs. Estes refuses to allow her any payment, save victuals [food] & clothes, and is not certain about giving her the clothing — Has worked for Mrs. Estes all her life — Has had no clothing for 3 years except one cotton dress. One yarn Dress, Shoes & stockings Is clothed & in a great measure supported by her Husband, Peyton Banks — Action — Mrs. Estes Summoned to appear and answer the Complaint Decision — Mrs. Estes to pay Sealy Banks for one month's work $4.00 — also to give her summer clothing — The Evidence shows that only during one month was the girl entitled to wages.

— Case Resolved by the Freedmen's Bureau in Gordonsville, Virginia, *Land and Labor*, 1865

Excerpt #3:

All Freedmen at or near Shreveport, La., who have no employment or means of support, are hereby ordered to report at this office without delay, for the purpose of being aided in finding employment. Those who are able without the aid of this office to contract their services for the coming year . . . are admonished [warned] that it is for their best interest to do so at once, and have their contracts approved by the proper officer or agent. Do not delay with the vain hope that the Government will give you land and other property. In the event that you do not regard this advice in time, you will reap disappointment.

— Broadside by the Freedmen's Bureau in Louisiana, *Land and Labor*, 1865

1. These excerpts provide evidence that the Freedmen's Bureau was responsible for

   A   managing abandoned plantations and giving the lands to freedmen.

   B   providing necessities for the freedmen and poor in war-stricken areas.

   C   helping freedmen find work and receive payment for their livelihood.

   D   administering punishment in cases concerning the abuses of freedmen.

2. Based on the provided sources and your background knowledge, describe two major goals of the Freedmen's Bureau and evaluate the success of the Freedmen's Bureau in achieving its goals. Use complete sentences and evidence to support your answer.

Scoring Guide:

4-Point Scoring Guide	
Score	**Social Studies Content**

4	Student response describes two major goals of the Freedmen's Bureau and evaluates the goals as successes or failures using evidence from the sources:
	• Possible successes to include in the form of services provided by the Freedmen's Bureau:
	   o food
	   o clothing
	   o medical care
	   o temporary shelter/camps
	   o helped locate family members
	   o helped legalize marriages
	   o jobs
	   o legal representation
	   o education
	• Possible failures to include:
	   o Unequipped to resolve racial conflicts
	   o Unable to secure civil rights for Blacks (development of Black Codes and then Jim Crow)
	   o Lacked support from Northern and Southern politicians

3	Student response describes two major goals of the Freedmen's Bureau and evaluates one of the goals as a success or failure using evidence from the sources; or,
	Student response describes two major goals of the Freedmen's Bureau and evaluates the goals as successes or failures without providing evidence.
	
	• Possible successes to include in the form of services provided by the Freedmen's Bureau:
	   o food
	   o clothing
	   o medical care
	   o temporary shelter/camps
	   o helped locate family members
	   o helped legalize marriages
	   o jobs
	   o legal representation
	   o education
	• Possible failures to include
	   o Unequipped to resolve racial conflicts

	○ Unable to secure civil rights for Blacks (development of Black Codes and then Jim Crow) ○ Lacked support from Northern and Southern politicians

2	Student response describes two major goals of the Freedmen's Bureau but does not provide an adequate (or any) evaluation of the goal as a success or a failure; or,
	Student response describes one major goals of the Freedmen's Bureau and evaluates it as a success or failure using evidence from the sources:
	
	• Possible successes to include in the form of services provided by the Freedmen's Bureau:
	  ○ food
	  ○ clothing
	  ○ medical care
	  ○ temporary shelter/camps
	  ○ helped locate family members
	  ○ helped legalize marriages
	  ○ jobs
	  ○ legal representation
	  ○ education
	• Possible failures to include
	  ○ Unequipped to resolve racial conflicts
	  ○ Unable to secure civil rights for Blacks (development of Black Codes and then Jim Crow)
	  ○ Lacked support from Northern and Southern politicians

1	Student response describes one major goals of the Freedmen's Bureau but does not provide an adequate (or any) evaluation of the goal as a success or a failure.
	• Possible roles to include in the form of services provided by the Freedmen's Bureau:
	  ○ food
	  ○ clothing
	  ○ medical care
	  ○ temporary shelter/camps
	  ○ helped locate family members
	  ○ helped legalize marriages
	  ○ jobs
	  ○ legal representation
	  ○ education

| 0 | Does not provide a response or provides a response that does not demonstrate an understanding of the concepts or procedures outlined in the task. |