



State of Texas Assessments of Academic Readiness

U.S. History

Short Constructed-Response Scoring Guide

Spring 2024

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.

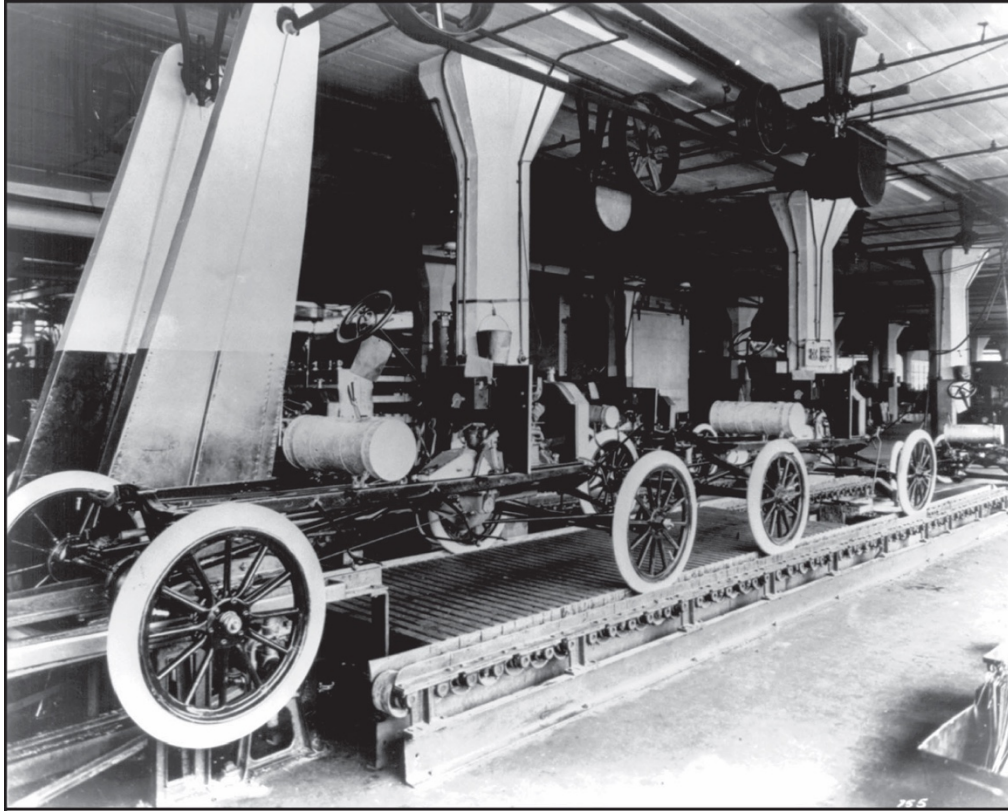
This State of Texas Assessments of Academic Readiness (STAAR[®]) constructed-response scoring guide provides student exemplars at all score points for constructed-response questions from the STAAR U.S. History operational test. The questions are presented as they appeared on the test, and responses were 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.

U.S. History Short Constructed Response

Prompt

This photograph was taken at an automotive plant in Michigan.



Ford Motor Company's Highland Park Factory, 1913

Library of Congress

Based on the photograph and your knowledge of U.S. history, how did the use of the manufacturing process shown affect the production **AND** sale of goods in the United States?

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

Item-Specific Rubric

Score: 2

Score 2 points for correct answers that address both:

Production:

- The assembly line enabled goods to be mass-produced at a level that was unprecedented.
- The assembly line made factory work less specialized as workers would spend their entire shifts completing the same task.
- Standardized and interchangeable parts were produced.

Sale:

- Goods were now more affordable to more citizens.
- The process increased the overall standard of living through the availability of goods.
- More goods were available for sale and consumption.
- New businesses were created, as products could be made more easily and more cheaply.

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

By removing taxes

The response does not explain how the use of the manufacturing process shown affected the production of goods in the United States, nor does it explain how the use of it affected the sale of goods. The information provided (“By removing taxes”) is incorrect.

Response 2

The manufacturing proces shown affected the production and sales of good in the united states because the factories were overproducing when the economy was not stable and owners had to decrease prices because since nobody had enough money to invest as weel as the united states had to make deals in order to transport all the goods around the continent to increase sales.

The response does not explain how the use of the manufacturing process shown affected the production of goods in the United States (“factories were overproducing”), nor does it explain how the use of it affected the sale of goods (“decrease prices because since nobody had enough money to invest”). The information provided is incorrect.

Response 3

Ford started making cars which helped with transportaion and traveling. Vehicles are useful because they help transport goods from one place to another, more people from different places can buy your product.

The response does not explain how the use of the manufacturing process shown affected the production of goods in the United States, nor does it explain how the use of it affected the sale of goods. The information provided (“Ford started making cars which helped with transportaion and traveling”) is irrelevant to the question asked.

Response 4

Because Henry frod is the one whos built the cars and had the factory.

The response does not explain how the use of the manufacturing process shown affected the production of goods in the United States, nor does it explain how the use of it affected the sale of goods. The information provided (“Henry frod is the one whos built the cars and had the factory.”) is irrelevant to the question asked.

Score Point 1

Response 1

Ford motors was a pivotal company. First of all, they invented the first automobile. They also created the revolutionary assembly line, increasing mass production.

The response explains how the use of the manufacturing process shown affected the production of goods in the United States (“increasing mass production”). The response does not explain how the use of it affected the sale of goods.

Response 2

From what we can see in the picture, is a manufacturing process that Henry Ford created. It’s called the assembly line; it helped manufacturing the faster and easier since every person had its own job to do in the product they were doing. One person would finish the job on the product, and the next one would continue with their assigned job. This contributed great production, making everything way faster and bringing big productions of automobiles. Many other factories took over this, making all productions easier and faster.

The response explains how the use of the manufacturing process shown affected the production of goods in the United States (“every person had its own job to do . . . making everything way faster and bringing big productions of automobiles”). The response does not explain how the use of it affected the sale of goods. The response must provide an example of each to receive additional credit.

Response 3

This had helped with transportation through moter cars. Ford had been the first to ever create these cars and had invested in them and eventually was being sold to the public at an affordable price.

The response explains how the use of the manufacturing process shown affected the sale of goods in the United States (“being sold to the public at an affordable price”). The response does not explain how the use of it affected the production of goods.

Response 4

By manufacturing the ford motor vicles it affected the roduction sales of goods in the United States in a good way making something usefull and helpfull for the people it aslo made that increased other sales of goods in the U.S.

The response explains how the use of the manufacturing process shown affected the sale of goods in the United States (“increased other sales of goods”). The response does not explain how it affected the production of goods. Additional information provided is vague and irrelevant to the question asked.

Score Point 2

Response 1

These Assembly line systems greatly increased efficiency, due to how it streamlined jobs. Having one person do a specific job for each unit allowed for Ford to churnout large amounts of vehicles quicker and more effciently. Many businesses would copy this system, leading to a steep increase in supply and making many goods less expensive and more accessible to less fortunate buyers.

The response explains how the use of the manufacturing process shown affected the production of goods in the United States (“streamlined jobs . . . allowed for Ford to churnout large amounts of vehicles quicker and more effciently”). The response also explains how the use of it affected the sale of goods (“a steep increase in supply and making many goods less expensive and more accessible”).

Response 2

Henry Ford’s assembly line greatly boosted the production and sale of not only automobiles, but other goods in the US as well. It sped up the process of mass production so that hundreds of units could be made in one day, which meant more sales.

The response explains how the use of the manufacturing process shown affected the production of goods in the United States (“It sped up the process of mass production”). The response also explains how the use of it affected the sale of goods (“boosted the production and sale of not only automobiles, but other goods in the US”).

Response 3

The assembly line made the price of cars go down due to mass production which helped the process of making them faster and more effective.

The response explains how the use of the manufacturing process shown affected the production of goods in the United States (“making them faster and more effective”). The response also explains how the use of it affected the sale of goods (“made the price of cars go down”).

Response 4

The automobile industry influenced mass production in many other undustries as it was more efficent. This led to sale of goods becoming more affordable for thecaverage American

The response explains how the use of the manufacturing process shown affected the production of goods in the United States (“influenced mass production in many other undustries as it was more efficent”). The response also explains how the use of it affected the sale of goods (“goods becoming more affordable for thecaverage American”).

U.S. History Short Constructed Response

Prompt

What were **TWO** geographic obstacles that were encountered during the construction of the Panama Canal?

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

Item-Specific Rubric

Score: 2

Score 2 points for correct answers that include reference to any two geographic obstacles:

- The tropical climate made for difficult working conditions.
- A large mosquito population carried deadly malaria and yellow fever.
- Workers were sparse in the area and were difficult to obtain and transport.
- Ships on the canal had to be lifted above sea level.
- Digging through the continental divide was difficult.

Score: 1

The response provides only half the correct details.

Score: 0

The student does not provide a response, or the response is incorrect or irrelevant.

Sample Student Responses

Score Point 0

Response 1

the construction was a little hard to build so they took alot of time to build, and they also put on alot money to build it.

The student response does not provide two correct geographical obstacles that were encountered during the construction of the Panama Canal. The idea (“a little hard to build”) is too vague and does not explain why it was hard to build. The obstacles (“they took alot of time to build . . . they also put on alot money to build it”) are irrelevant to the question asked.

Response 2

Natural disasters

The student response does not provide two correct geographical obstacles that were encountered during the construction of the Panama Canal. The obstacle provided (“Natural disasters”) is too vague to receive credit.

Response 3

1 would be the land
2 would be the water

The student response does not provide two correct geographical obstacles that were encountered during the construction of the Panama Canal. The information provided (“land . . . water”) is too vague to receive credit.

Response 4

Two geigraphic are obstackes that were encountered during the construction of the Panama Canal was the location, it was so far away from the United States.

The student response does not provide two correct geographical obstacles that were encountered during the construction of the Panama Canal. The information provided (“the location, it was so far away from the United States”) is irrelevant to the question asked. It is not a geographic obstacle.

Score Point 1

Response 1

masgito and yellw fever

The student response provides one correct geographical obstacle that was encountered during the construction of the Panama Canal (“masgito”). The additional information provided (“yellw fever”) explains why mosquitos were an obstacle encountered, but it does not receive additional credit.

Response 2

landslides, and bad weather

The student response provides one correct geographical obstacle that was encountered during the construction of the Panama Canal (“landslides”). The second obstacle provided (“bad weather”) is too vague to receive credit. The type of weather must be specified to receive credit. The hot and humid tropical weather was the obstacle encountered.

Response 3

Mountains and rough terrain.

The student response provides one correct geographical obstacle that was encountered during the construction of the Panama Canal (“Mountains and rough terrain”). This explains the difficulty of digging through the Continental Divide. A second obstacle is not provided.

Response 4

mosquitos that had viruses which led to hundreds of deaths and not enough supplies like foods exc.

The student response provides one correct geographical obstacle that was encountered during the construction of the Panama Canal (“mosquitos that had viruses which led to hundreds of deaths”). The second obstacle provided (“not enough supplies like foods”) is irrelevant to the question asked. Supplies are not geographical obstacles.

Score Point 2

Response 1

Two geographical obstacles that was encountered during the construction of the Panama Canal were the tall mountains and dense forests.

The student response provides two correct geographical obstacles that were encountered during the construction of the Panama Canal (“tall mountains and dense forests”).

Response 2

1. Mudslides/tropical climate, 2. flooding

The student response provides two correct geographical obstacles that were encountered during the construction of the Panama Canal (“1. Mudslides/tropical climate, 2. flooding”). Heavy rainfall caused flooding in the marshes and in the ditch for the Panama Canal.

Response 3

The hot, jungle climate of Panama and the marsh-like terrain that was difficult to excavate with man power and machines.

The student response provides two correct geographical obstacles that were encountered during the construction of the Panama Canal (“hot, jungle climate . . . marsh-like terrain that was difficult to excavate”).

Response 4

The ground was muddy so there was a great chance of having a mudslide happen during construction. There was also the fact that the land was very uneven for them to build there as well as mesquitos who gave yellow fever to people who were working.

The student response provides multiple correct geographical obstacles that were encountered during the construction of the Panama Canal (“mudslide . . . mesquitos who gave yellow fever to people who were working”). The additional information (“land was very uneven for them to build”) explains that it was difficult to dig through the Continental Divide.