U.S. History and Government

Three calibration cases • Observed in selected released student work

JANUARY 2026 / Q29 / Level 2 of 5

Distinguish context from relationship

This short essay successfully connects the documents through cause and effect but omits the historical setting required by the task.

Test this possibility. The student may be treating the relationship itself as sufficient historical context.

Ask: What was already happening before these documents, and why did it matter to their creation?

Exam task · Response · PDF p. 14 · State commentary · Higher anchor

AUGUST 2026 / Q30 / Level 1 of 5

Evaluate reliability for a specific purpose

The response uses the document’s language about presidential power but leaves reliability and the historical setting unaddressed.

Test this possibility. A writer may confuse what an author argues with what that document can establish for a historian.

Ask: What would Nixon’s veto message be especially useful evidence for? What claim would need corroboration?

Exam task · Response · PDF p. 33 · State commentary · Higher anchor

AUGUST 2026 / Q37 / Level 2 of 5

Apply outside information to civic outcomes

The civic essay reaches some accurate conclusions about Chinese immigration. The commentary identifies outside knowledge that is present but insufficiently applied.

Test this possibility. The writer may list relevant facts without using them to judge the extent of a civic change.

Ask: Which fact changes your judgment about what the policy accomplished or whom it affected?

Exam task · Response · PDF p. 62 · State commentary · Higher anchor

U.S. History and Government

Constructed practice responses • Read independently, then compare with the facilitator interpretation.

USHG-2 / Read a photograph as evidence

An invented photograph description shows marchers carrying “Votes for Women” signs outside a government building. A newspaper selected the image for its front page. Identify an inference supported by the scene and one claim it cannot support. Explain why the editor's choice matters.

Focal request

Evaluate what the simulated suffrage-march photograph could establish about public support.

Response A

The newspaper has bias, so the photograph is unreliable.

Response B

The signs support a claim that people organized publicly for suffrage. One selected street scene cannot establish the proportion of Americans who supported it.

What the pair distinguishes

A names a possible source limitation with no inquiry attached. B states a claim the image supports and a different claim that requires broader evidence.

A fresh transfer check

Would the source be useful for studying the editor’s choices? What comparison would strengthen that inference?

Evidence of transfer

Judges usefulness for a specific historical question and identifies what a second source could verify.