

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Wednesday, January 24, 2024 — 9:15 a.m. to 12:15 p.m., only

RATING GUIDE FOR PART III A AND PART III B (CIVIC LITERACY ESSAY QUESTION)

VOLUME
2 OF **2**
CIVIC LITERACY
ESSAY QUESTION

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Visit the site at: <https://www.nysed.gov/state-assessment/high-school-regents-examinations/> and select the link "Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and several times throughout the Regents Examination period.

Contents of the Rating Guide

For **Part III A** Scaffold (open-ended) questions:

- A question-specific rubric

For **Part III B** Civic Literacy Essay Question (CLE):

- A content-specific rubric
- Prescored answer papers. Score levels 5 through 1 have two papers each. They are ordered by score level from high to low.
- Commentary explaining the specific score awarded to each paper
- Five prescored practice papers

General:

- Web addresses for the test-specific conversion chart and teacher evaluation forms

Mechanics of Rating

The procedures on page 2 are to be used in rating essay papers for this examination. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Information Booklet for Scoring the Regents Examination in United States History and Government (Framework)*.

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THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

Rating the Essay Questions

(1) Follow your school's procedures for training raters. This process should include:

Introduction to the task—

- Raters read the task
- Raters identify the answers to the task
- Raters discuss possible answers and summarize expectations for student responses

Introduction to the rubric and anchor papers—

- Trainer leads review of specific rubric with reference to the task
- Trainer reviews procedures for assigning holistic scores, i.e., by matching evidence from the response to the rubric
- Trainer leads review of each anchor paper and commentary

Practice scoring individually—

- Raters score a set of five papers independently without looking at the scores and commentaries provided
- Trainer records scores and leads discussion until the raters feel confident enough to move on to actual rating

(2) When actual rating begins, each rater should record his or her individual rating for a student's essay on the rating sheet provided, *not* directly on the student's essay or answer sheet. The rater should *not* correct the student's work by making insertions or changes of any kind.

(3) Each Part II essay must be rated by one rater.

Rating the Scaffold (open-ended) Questions

(1) Follow a similar procedure for training raters.

(2) The scaffold questions are to be scored by one rater.

(3) The scores for each scaffold question must be recorded in the student's examination booklet and on the student's answer sheet. The letter identifying the rater must also be recorded on the answer sheet.

(4) Record the total Part III A score if the space is provided on the student's Part I answer sheet.

Schools are not permitted to rescore any of the open-ended questions (scaffold questions, Short-Essay Questions, Civic Literacy Essay Question) on this exam after each question has been rated the required number of times as specified in the rating guides, regardless of the final exam score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately. Teachers may not score their own students' answer papers.

The scoring coordinator will be responsible for organizing the movement of papers, calculating a final score for each student's essay, recording that score on the student's Part I answer sheet, and determining the student's final examination score.

The conversion chart for this examination will be located at <https://www.nysed.gov/state-assessment/high-school-regents-examinations/>, and must be used for determining the final examination score.

**United States History and Government
Part A Specific Rubric (Questions 31–36)
Civic Literacy Essay
January 2024**

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Document 1

. . . The result [of state efforts] was the virtual elimination of black voting in the South. And although sympathetic election officials often allowed whites who did not meet the new qualifications to register, the number of eligible white voters declined as well. Louisiana, for example, reduced the number of black voters from one hundred thirty thousand to one thousand. But eighty thousand white voters also lost the franchise. In 1898, the Supreme Court encouraged the disenfranchisement movement by ruling, in *Williams v. Mississippi*, that the suffrage provisions of the state's 1890 constitution did not violate the Fifteenth Amendment, since they did not "on their face discriminate between the races."

The elimination of almost all black and many white voters not only reversed the long nineteenth-century trend toward universal suffrage, but also transformed much of the South into a series of rotten boroughs [districts with few voters relative to the size of the population], whose representatives in Congress would long wield far greater power on the national scene than their tiny electorates warranted. The Fourteenth Amendment provided that if any state deprived a group of male citizens of the franchise, it would lose part of its representation in Congress. But like much of the federal Constitution, this provision became a dead letter [broken promise] so far as African Americans were concerned. . . .

Source: Eric Foner, *Forever Free: The Story of Emancipation and Reconstruction*, Vintage Books, 2005

31 According to this document, what is *one* historical circumstance related to voting by African Americans?

Score of 1:

- States a historical circumstance related to voting by African Americans according to Eric Foner
Examples: virtual elimination of black voting in the South; number of black voters was drastically decreased; Supreme Court in *Williams v. Mississippi* encouraged the disenfranchisement movement; federal government failed to help protect voter rights in the South; many rotten boroughs in the South held greater power on the national scene than their tiny electorates warranted; protection under the 14th and/or 15th amendments was not upheld by the Supreme Court; different races were treated differently when registering to vote; in Louisiana the number of black voters decreased from 130,000 to 1,000

Score of 0:

- Incorrect response
Examples: trend toward universal suffrage; the number of black voters drastically increased; much of the Constitution is a broken promise
- Vague response
Examples: the Constitution failed; virtual elimination; long nineteenth century trend
- No response

Document 2

This is an excerpt from a pamphlet published in Philadelphia around 1901. It was written by northern reformers who wanted to support African Americans who were trying to vote in southern states.

The Things that Qualify a Colored Man to Vote in the Southern States



IN order that you may know what will be demanded of you to vote under the Constitutions and laws of the several Southern States, we give below the substantial requirements of each, to wit :—

IN Alabama, Louisiana, Mississippi, North Carolina, South Carolina, Virginia and Tennessee

YOU MUST PAY YOUR POLL TAX.

YOU MUST REGISTER AND HOLD YOUR CERTIFICATE OF REGISTRATION.

If you can read and write you can register.

IN Alabama, Louisiana and South Carolina

If you cannot read and write you can register if you own \$300 worth of property.

IN Arkansas and Georgia

YOU MUST PAY YOUR POLL TAX.

IN Florida, Kentucky, Texas and West Virginia

You must reside in the State.

A man convicted of almost any crime may be barred from voting.

Source: *What a colored man should do to vote*, Press of E. A. Wright, Philadelphia, ca. 1901

32 Based on this document, what was *one* requirement that affected voting by African Americans?

Score of 1:

- States a requirement that affected voting by African Americans based on this document
Examples: pay a poll tax; register to vote; hold your certificate of registration; be literate/be able to read and write; own \$300 of property if you cannot read and write; must reside in the state; if convicted of a crime you may be barred from voting

Score of 0:

- Incorrect response
Examples: illiterate; can't vote in some Southern states; there are things that block blacks
- Vague response
Examples: property; money; substantial requirements
- No response

Document 3

Orientation Prepares Summer Volunteers

OXFORD, OHIO—More than 750 volunteers have passed through two weeklong orientation sessions here preparing them for a summer's work in Mississippi.

A first group, numbering 223, arrived in Mississippi on June 21. Three are missing already, and are presumed to have met foul play. . . .

The summer workers, 60% of them white, will work on voter registration, man community centers, and teach in Freedom Schools.

The training sessions were sponsored by the National Council of Churches, under the direction of Rev. Bruce Hanson of Washington, D.C. Staff members from the Student Nonviolent Coordinating Committee (SNCC), the group that pioneered civil rights work in rural areas of the South, helped orient the summer volunteers. . . .

The first week's group addressed a strongly worded appeal to President Lyndon B. Johnson, asking him to provide protection for them and for local Negroes [African Americans] in Mississippi. A Justice Department official told them the government could not protect them, despite three Federal statutes which allow FBI agents and Federal marshals to exercise police powers in civil rights cases. . . .

Source: *The Student Voice*, Student Nonviolent Coordinating Committee, June 30, 1964

33 Based on this document, what was *one* effort to address the issue of African American voting rights?

Score of 1:

- States an effort to address the issue of African American voting rights based on this document
Examples: more than 750 summer volunteers were trained to work on voter registration/man community centers/teach in Freedom Schools; National Council of Churches sponsored training sessions; organizations worked to train volunteers and coordinate efforts to increase voter registration; workers appealed to the president for protection; Student Nonviolent Coordinating Committee (SNCC) pioneered civil rights work in rural areas in the South; SNCC helped orient summer volunteers

Score of 0:

- Incorrect response
Examples: three summer volunteers are missing/presumed to have met foul play; summer workers could not teach in Freedom Schools; the president helped orient summer volunteers
- Vague response
Examples: rural areas; federal statutes; work pioneered
- No response

Document 4

AN AMERICAN CITIZEN VOTING—SURELY THERE IS NOTHING REMARKABLE about that. But for an African American living in the Deep South in the 1960s, . . . it was a forbidden act, a dangerous act. There were nearly impossible obstacles to overcome: poll taxes, literacy tests, and hostile registrars. If a person succeeded and was allowed to vote, his name was published in the local newspaper, alerting his employers and others equally determined to stop him. The black men and women who dared to vote lost their jobs, their homes, and, often, their lives.

And yet they persevered. They marched on county courthouses, confronted sheriffs, and went to jail. In Selma, Alabama, on March 7, 1965, a day remembered as Bloody Sunday, they endured a brutal attack from state troopers and local vigilantes. That event touched the conscience of the nation, forcing President Lyndon B. Johnson to place a voting rights bill at the forefront of his political agenda. Its passage permitted millions of African Americans to vote in Alabama and elsewhere in the South. The Voting Rights Act [of 1965] transformed American democracy and in many ways was the last act of emancipation, a process Abraham Lincoln began in 1863. . . .

Source: Gary May, *Bending Toward Justice: The Voting Rights Act and the Transformation of American Democracy*, 2013

34 According to this document, what is *one* effort to overcome obstacles to African American voting rights?

Score of 1:

- States an effort to overcome obstacles to African American voting rights

Examples: African Americans marched on county courthouses/confronted sheriffs/went to jail; protestors marched despite threat of violence; many sacrificed their freedom to help advance the cause of suffrage; they sacrificed their freedom by allowing themselves to be arrested; President Johnson placed a voting rights bill at the forefront of his agenda; African Americans attempted to vote in the South despite the threat to themselves; worked to pass a voting rights bill that permitted millions of African Americans to vote in Alabama/the South; civil disobedience

Score of 0:

- Incorrect response
Examples: forbidden act; dangerous act; Lincoln passed the Voting Rights Act; poll taxes; literacy tests; hostile registrars; voters' names were published in the newspaper
- Vague response
Examples: lost jobs; lost homes; forefront of the agenda
- No response

Document 5

Registration by Race, Before and After 1965, in Southern States Covered by the Voting Rights Act (percent)

	Pre-act Registration (1965)		Post-act Registration (1967)	
	Black	White	Black	White
Alabama	19.3	69.2	51.6	89.6
Georgia	27.4	62.6	52.6	80.3
Louisiana	31.6	80.5	58.9	93.1
Mississippi	6.7	69.9	59.8	91.5
North Carolina	46.8	96.8	51.3	83.0
South Carolina	37.3	75.7	51.2	81.7
Virginia	38.3	61.1	55.6	63.4
Total	29.3	73.4	52.1	79.5

Source: U.S. Commission on Civil Rights, 1975 (adapted)

Note: Percentages are of the voting-age population. Pre-act registration is from March 1965; post-act registration is from September 1967. Both figures are estimates.

35 Based on this document, what was *one* impact of the Voting Rights Act in the South?

Score of 1:

- States an impact of the Voting Rights Act in the South based on this document
Examples: overall percentage of voters registered increased in Southern states; percentage of black registered voters in Mississippi increased drastically; more black voters; more white voters

Score of 0:

- Incorrect response
Examples: decrease in registered voters; fewer voters; Mississippi had the lowest number of black registered voters in 1965
- Vague response
Examples: overall percentage; registration; before and after 1965
- No response

Document 6a

The following are remarks made by President Barack Obama on the 50th anniversary of the Voting Rights Act.

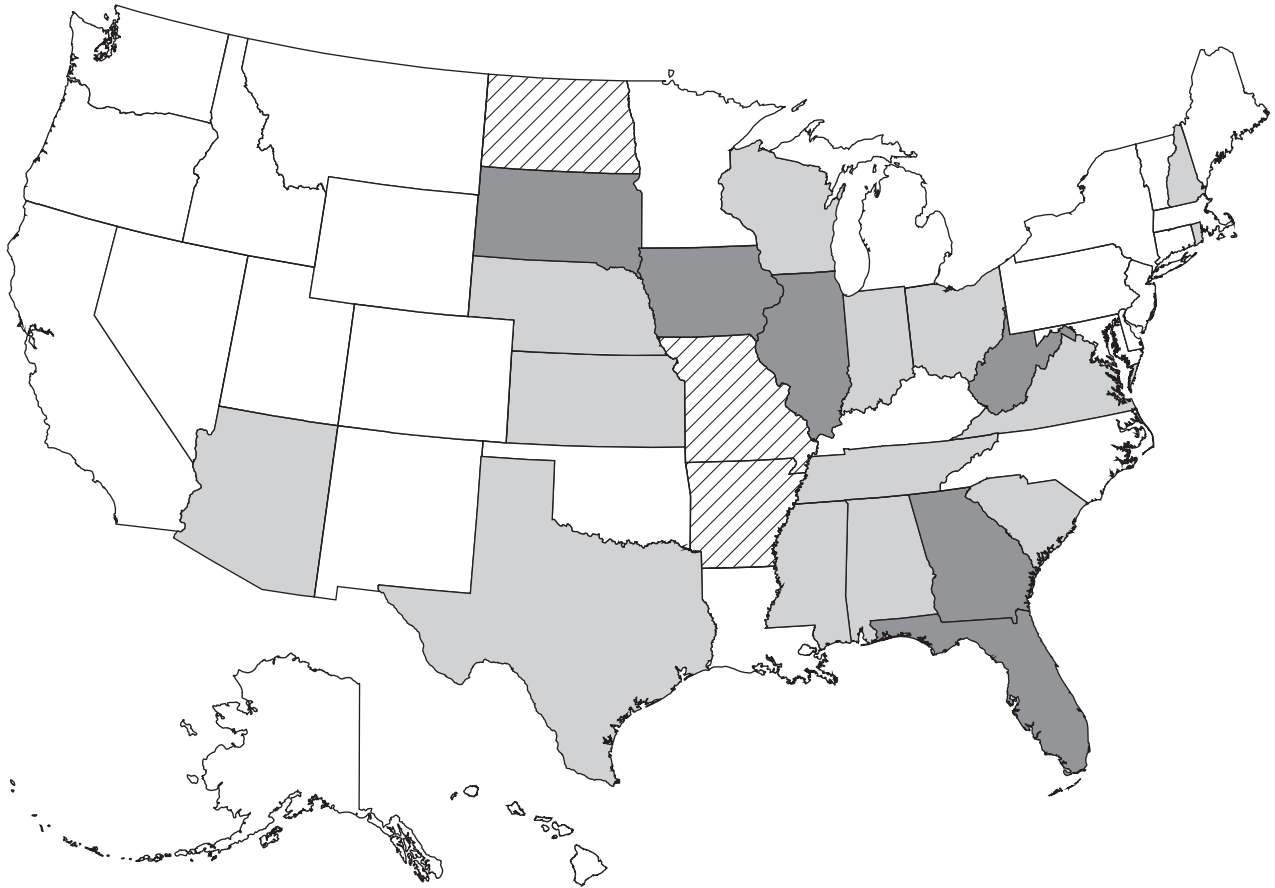
. . . As John [Congressman John Lewis] indicated, 50 years ago today, President Johnson signed the Voting Rights Act into law to protect this precious right. It broke down legal barriers at the state level and at the local level that were keeping African Americans from exercising their constitutional right to vote. And all of us have a great debt to not just John Lewis, but the thousands—many of them unnamed—who were courageous enough to walk up and try to register time and time again, that were threatened because of their efforts to register—sharecroppers and maids and ordinary folks. Had it not been for them awakening the conscience of a nation, the President could not have mustered the political support that was required to ultimately get this seminal law passed. . . .

On the ground, there are still too many ways in which people are discouraged from voting. Some of the protections that had been enshrined in the Voting Rights Act itself have been weakened as a consequence of court decisions and interpretations of the law. State legislatures have instituted procedures and practices that, although on the surface may appear neutral, have the effect of discouraging people from voting, may have a disproportional effect on certain kinds of folks voting.

And if, in fact, those practices, those trends, those tendencies are allowed to continue unanswered, then over time the hard-won battles of 50 years ago erode, and our democracy erodes. And that means that the decisions that are made in the corridors of power all across this country begin to reflect the interests of the few, instead of the interests of the many. . . .

Source: President Barack Obama, "Remarks on the Voting Rights Act," August 6, 2015

Voting Restrictions in America



Key

- Restriction in place for the first time in presidential election in 2016
- Restriction in place for 2012 presidential election
- ▨ States with restrictive laws since the 2016 election

After the 2010 election, state lawmakers nationwide started introducing hundreds of harsh measures making it harder to vote. The new laws range from strict photo ID requirements to early voting cutbacks to registration restrictions.

Overall, 23 states have new restrictions in effect since—13 states have more restrictive voter ID laws in place (and six states have strict photo ID requirements), 11 have laws making it harder for citizens to register, six cut back on early voting days and hours, and three made it harder to restore voting rights for people with past criminal convictions. . . .

Source: Brennan Center for Justice, 2017 (adapted)

36 Based on these documents, what is *one* reason the fight for African American voting rights needs to continue?

Score of 1:

- States a reason the fight for African American voting rights needs to continue based on these documents
Examples: protections in the Voting Rights Act have been weakened; court decisions/interpretations have weakened Voting Rights Act; state legislatures have instituted procedures/practices that have discouraged people from voting; new laws included strict photo identification requirements/early voting cutbacks/registration restrictions; three states have made it harder to restore voting rights for people with past criminal convictions; many states enacted new laws to restrict voter participation

Score of 0:

- Incorrect response
Examples: protections of Voting Rights Act have become stronger; state practices have encouraged African Americans to vote; criminals cannot vote; all states changed their voter laws; new laws make it easier to vote
- Vague response
Examples: tendencies are allowed to continue; nationwide lawmakers; disproportional effect
- No response

United States History and Government
Content-Specific Rubric
Civic Literacy Essay Question (37)
January 2024

Historical Context: Expansion of Democracy—African American Voting Rights

Throughout United States history, many constitutional and civic issues have been debated by Americans. These debates have resulted in efforts by individuals, groups, and governments to address these issues. These efforts have achieved varying degrees of success. One of these constitutional and civic issues is *African American voting rights*.

Task:

- Describe the historical circumstances surrounding this constitutional or civic issue
- Explain efforts by individuals, groups, and/or governments to address this constitutional or civic issue
- Discuss the extent to which the efforts were successful

Scoring Notes:

1. This civic literacy essay has a minimum of **four** components (describing the historical circumstances surrounding African American voting rights, explaining *at least two* efforts to address this issue by individuals, groups, and/or governments, and discussing the extent to which the efforts were successful).
2. The description of historical circumstances may focus on immediate or long-term circumstances.
3. The efforts to address African American voting rights may focus on efforts by individuals, efforts by groups, efforts by governments, or any combination of these.
4. Individuals, groups, and/or governments do not need to be specifically identified as long as they are implied in the discussion.
5. The efforts to address African American voting rights may be positive, negative, or a combination of both.
6. The discussion of the extent to which the efforts were successful may focus on immediate or long-term results.
7. The same or similar information may be used to address more than one aspect of the task as long as the information is relevant to the aspect of the task being addressed.
8. The explanation of efforts to address African American voting rights may include the discussion of the extent to which the efforts were successful.
9. In the response the use of language that appears in a document should not be penalized.
10. The response may discuss efforts to address the issue of African American voting rights and the extent to which the efforts were successful from different perspectives as long as the position taken is supported by accurate historical facts and examples.
11. For the purpose of meeting the criteria of using *at least four* documents in the response, documents 6a and 6b may be considered as separate documents **if** the response uses specific information from **each** document.

Score of 5:

- Thoroughly develops *all* aspects of the task evenly and in depth by describing the historical circumstances surrounding African American voting rights, explaining *at least two* efforts to address the issue of African American voting rights by individuals, groups, and/or governments, and discussing the extent to which the efforts were successful
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., connects African American political participation during Radical Reconstruction and the impact of Southern state legislatures and individuals on the disenfranchisement of African Americans to the impact of the civil rights movement and Martin Luther King Jr.'s leadership on President Lyndon B. Johnson's support for the Voting Rights Act of 1965, resulting in an increase of African American voter registrants and their success in electoral politics despite efforts by some states to suppress their vote)
- Incorporates relevant information from *at least four* documents (see Key Ideas charts)
- Incorporates substantial relevant outside information (see Outside Information chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., terms of the 15th amendment; role of Redeemers; poll taxes; literacy test; grandfather clause; Compromise of 1877; role of Montgomery march; terms of Voting Rights Act of 1965
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops *all* aspects of the task but may do so somewhat unevenly by discussing one aspect of the task less thoroughly than the other aspects of the task
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., discusses the impact of efforts to disenfranchise African Americans after Reconstruction and the determination of individuals and the civil rights movement to increase national awareness of political inequality and gain presidential support for the passage of the Voting Rights Act of 1965, which led to increased African American political participation
- Incorporates relevant information from *at least four* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

- Develops *all* aspects of the task with little depth *or* develops *at least three* aspects of the task in some depth
- Is more descriptive than analytical (applies, may analyze and/or evaluate information)
- Incorporates some relevant information from some of the documents
- Incorporates limited relevant outside information
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Demonstrates a satisfactory plan of organization, includes an introduction and a conclusion that may be a restatement of the theme

Score of 2:

- Minimally develops *all* aspects of the task *or* develops *at least two* aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Incorporates limited relevant information from the documents *or* consists primarily of relevant information copied from the documents
- Presents little or no relevant outside information
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 1:

- Minimally develops some aspects of the task
- Is descriptive; may lack understanding, application, or analysis
- Makes vague, unclear references to the documents or consists primarily of relevant and irrelevant information copied from the documents
- Presents no relevant outside information
- Includes few relevant facts, examples, or details; may include inaccuracies
- May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 0:

Fails to develop the task or may only refer to the theme in a general way; *OR* includes no relevant facts, examples, or details; *OR* includes only the historical context and/or task as copied from the test booklet; *OR* includes only entire documents copied from the test booklet; *OR* is illegible; *OR* is a blank paper

*The term *create* as used by Anderson/Krathwohl, et al. in their 2001 revision of Bloom's *Taxonomy of Educational Objectives* refers to the highest level of the cognitive domain. This usage of *create* is similar to Bloom's use of the term *synthesis*. Creating implies an insightful reorganization of information into a new pattern or whole. While a Level 5 paper will contain analysis and/or evaluation of information, a very strong paper may also include examples of creating information as defined by Anderson and Krathwohl.

All sample student essays in this rating guide are presented in the same cursive font while preserving actual student work, including errors. This will ensure that the sample essays are easier for raters to read and use as scoring aids.

Raters should continue to disregard the quality of a student's handwriting in scoring examination papers and focus on how well the student has accomplished the task. The content-specific rubric should be applied holistically in determining the level of a student's response.

African American Voting Rights

Key Ideas from the Documents

(This list is not all-inclusive.)

Historical Circumstances

- Doc 1**—State efforts to eliminate black voting in the South (reduction of black voters in Louisiana from 130,000 to 1,000)
Whites who did not meet new qualifications to register often allowed to vote by sympathetic election officials
Decline in number of eligible white voters (loss of franchise by 80,000 white voters) in Louisiana
Disenfranchisement movement encouraged by Supreme Court in 1898 *Williams v. Mississippi* ruling (15th amendment not violated by suffrage provisions of Mississippi's 1890 constitution)
19th-century trend toward universal suffrage reversed by elimination of almost all black and many white voters
Much of South transformed into a series of rotten boroughs whose representatives in Congress wielded greater power on national scene than their tiny electorates warranted
14th amendment provision that if a group of male citizens is deprived of franchise by a state then state loses part of its representation in Congress was not enforced
- Doc 2**—Requirement in many Southern states that poll tax be paid to vote
Registration and certificate of registration required to vote in many Southern states
- Doc 4**—Nearly impossible obstacles for African Americans to overcome when trying to vote in Deep South in 1960s (poll taxes; literacy tests; hostile registrars; publication of name and address in local newspaper if allowed to vote; loss of jobs, homes, and often lives if voted)
Emancipation begun by President Lincoln in 1863

Efforts to Address

- Doc 2**—Support from Northern reformers for African Americans trying to vote in Southern states (pamphlet published in Philadelphia around 1901)
- Doc 3**—Civil rights work pioneered in rural areas of South by Student Nonviolent Coordinating Committee (SNCC) which helped orient summer volunteers
Civil rights workers volunteering in summer (voter registration; staff community centers; teach in Freedom Schools)
Training sessions sponsored by National Council of Churches
Appeal to President Johnson to provide protection for summer volunteers and local African Americans in Mississippi
- Doc 4**—Actions by African Americans (marched on county courthouses; confronted sheriffs; went to jail); “Bloody Sunday,” March 7, 1965, Selma, Alabama (brutal attack from state troopers and local vigilantes; forced President Johnson to move voting rights bill to forefront of political agenda)
Passage of Voting Rights Act
- Doc 6**—Thousands courageous enough to walk and try to register time and time again

African American Voting Rights

Key Ideas from the Documents (continued) (This list is not all-inclusive.)

Extent to which efforts successful

Doc 3— Workers told by Justice Department official no government protection despite three federal statutes allowing FBI agents and federal marshals to exercise police powers in civil rights cases
Three missing civil rights workers presumed to have met foul play

Doc 4— Passage of Voting Rights Act

Doc 5—Increases in black voter registration after passage of Voting Rights Act, especially in Mississippi

Doc 6—Passage of Voting Rights Act

Voting Rights Act broke down legal barriers at state and local levels keeping African Americans from voting

Some protections in Voting Rights Act weakened as a result of court decisions and interpretations of law
Procedures and practices instituted by state legislatures discouraged people from voting

Increase in states restricting voting rights after 2010 election (strict photo identification requirements; early voting cutbacks; registration restrictions such as making it harder to restore voting rights for people with past criminal convictions; addition of states after 2012 and 2016 elections)

African American Voting Rights

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances

Legacy of enslavement (racial attitudes about equality complicated by no civil, political, or economic liberties)

Lack of commitment to protect African American voting rights and citizenship after Reconstruction (resumption of political control by Redeemers in South)

Return of “home rule” to South as result of Compromise of 1877 (executive and legislative abandonment of African Americans)

Narrow judicial interpretation of 14th and 15th amendments (*Civil Rights Cases*, 1883; *Plessy v. Ferguson*, 1896)

Literacy tests difficult for former slaves as many slaves had been banned from learning to read (lack of access to educational institutions)

African Americans limited by residency and property requirements for voting (sharecroppers; tenant farmers)

Exclusion of African Americans from participation in Democratic primaries (“white primaries”)

African Americans kept from polls by intimidation (activities of Ku Klux Klan)

Legal discrimination as a result of Jim Crow laws limited African American political participation at state level

Gradual disappearance of African Americans from polls and elected office by 1900 after high levels of participation and electoral successes during early Reconstruction period

Efforts to Address

Leadership of W. E. B. Du Bois (Niagara Movement; formation of NAACP)

Work of NAACP in securing basic citizenship rights guaranteed by 14th and 15th amendments (publications; lobbying; legal defense funding)

Work of Eleanor Roosevelt in supporting end to poll tax

Establishment of first Civil Rights Commission by President Truman (protection of voting rights)

Community activism of returning World War II veterans (voter registration drives; organizational strategies for civil rights movement of 1960s)

Details about Freedom Summer

Leadership of Martin Luther King Jr. (Southern Christian Leadership Conference; March on Washington; efforts to push Johnson to propose Voting Rights Act)

Literacy requirements and other qualification tests suspended

Ratification of 24th amendment ending poll tax

Extent to which efforts successful

Successful legal strategies of NAACP (end of “white” primaries with Supreme Court decision)

Successful in creating a national awareness of voting injustices

Presidential advocacy for African American voting rights (Kennedy’s Moral Crisis speech; Johnson’s support of poll tax amendment)

Growing political strength of African Americans (winning mayoral races; election to state legislatures; election to Congress; Supreme Court appointees (Thurgood Marshall, Clarence Thomas, Ketanji Brown Jackson); nomination and election of Barack Obama to presidency)

Increasing appeal by politicians to gain support of African American voters

Proportion of African Americans holding political office not in line with overall population

Democracy has always been at the forefront of the United States' ideals. However, who can participate in our democracy has changed drastically during the United States' development. As colonial America began to take its place in the world, two very different economies developed in the North and South. The South, having hot and humid climate and nutrient-rich soil, became an agriculturally based society, while the North, having excellent harbors, rivers, and a larger population, became more trade and industry focused. Over time, the Columbian Exchange brought slaves to America, and replaced indentured servitude as a main source of labor. After the invention of the cotton gin by Eli Whitney, cotton became the main cash crop of the south. Since cotton needs large quantities of manual labor to be produced, many southerners argued that their economy was dependent on slave labor. Growing sectional political tensions, the seceding of southern states, and the eventual civil war between the Union and the Confederacy began to unravel the system of slavery the South had built. The Emancipation Proclamation was one of the first documents that led to the eventual end of slavery. While it did not have much of an effect on the state of slavery in the short run, by declaring slaves free in the rebelling southern states, it set the precedent for documents that would legally abolish slavery for good.

Reconstruction legislation improved the condition of many African Americans on paper. The passage of the 13th, 14th, 15th amendments eradicated slavery and elevated African Americans to the same citizenship status as whites and gave African American men the right to vote. However, in practice, these rights were not enforced when Reconstruction ended and Union troops left the south in 1877. These

amendments were often not helpful as detailed in Eric Foner's, *Forever Free*. To suppress African Americans, Jim Crow Laws were created by white southern state legislatures to further limit their new-found rights. To confront this, civil rights activists had different philosophies on regaining rights that had been constitutionally guaranteed to African Americans. Some like Booker T. Washington the head of the Tuskegee Institute did not believe in actively fighting for social acceptance and equality between the races but to fight to improve their economic standing. Others such as W.E.B. DuBois believed in a "talented tenth," which would have African Americans focus on immediate economic, social, and political equality. Helping to organize the NAACP, DuBois thought that group could help combat many of the measures that whites set in place to prevent former-slaves from voting, such as literacy tests and property qualifications as illustrated in *What a Colored Man Should Do to Vote by Press of E.A. Wright*. Both of these methods were limited in their success, as denial of voting rights and segregation continued until long after the end of WWII. After Truman desegregated the military following the end of the war, major social changes began to take place as the Civil Rights movement began. The policy of separate but equal as determined in *Plessy v. Ferguson* and applied to public schools was rejected in *Brown v. Board of Education*. Many challenged the Supreme Court and Congress to rethink segregation practices that separated the races publically and denied African Americans the ballot. Marches, demonstrations, and boycotts were organized to encourage enforcement of citizenship and voting rights for African Americans. Sometimes peaceful protests erupted in violence as it did on Bloody Sunday as described in Gary

May's, Bending Toward Justice.

Watching what happened in Selma made many Americans, including President Johnson, believe it was time for the federal government to do more than what the Civil Rights Act of 1964 did. The Voting Rights Act of 1965 was the most progressive reform taken to ensure African American voting rights. As seen in the table provided by the U.S. Commission on Civil Rights, the percentage of African American registered voters in southern states doubled and even tripled in some areas. Activists such as Martin Luther King Jr. and John Lewis helped bring about change by instituting acts of peaceful civil disobedience, while Malcolm X used a more radical approach, to bring civil rights issues to the forefront of American society in the hopes of reframing them. Other movements like Freedom Rides and marches were organized by civil rights organizations and became part of an effective movement for change.

Momentous steps have been taken in American history to ensure the ideals of equality in the Declaration of Independence. However, the continuity of the struggle to protect voting rights remains to be seen. In the past decade more states have passed legislation that restricts voting access that appears, as detailed by President Obama on "Remarks on the Voting Rights Act," to be targeted at certain groups. The map from (Brennan Center for Justice 2017) depicting Voting Restrictions in America illustrates many states, who have in the past 5-years, enacted new voting standards. State legislators saw this as their opportunity to put more restrictive voter ID laws in place, make stricter citizen registration laws, and a few even made it more difficult for those with past criminal records to have their voting rights restored.

New standards, particularly hurt African Americans but actually hurt all racial minorities and marginalized groups. Interestingly enough, the number of these states restricting voting is growing and more Americans are being disenfranchised. The political party which controls state legislatures can use this to help keep their party safe from defeat. This backwards progress undoes many of the victories achieved by past civil rights activists and now new activists have to fight this trend.

In the beginning, slaves were counted as $\frac{3}{5}$ th of a person in the $\frac{3}{5}$ s compromise, which gave southern states greater representation in the House of Representatives. By the determination of abolitionists and civil rights activists, slavery was abolished and equal voting rights were enacted temporarily. Greater awareness of the violations of voting rights and future legislation to preserve these rights is needed if the success found in the civil rights movements is to be maintained and even further expanded.

Anchor Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth for African American voting rights
- Is more analytical than descriptive (civil rights activists had different philosophies on rights constitutionally guaranteed to African Americans; denial of voting rights and segregation continued long after World War II; many challenged Supreme Court and Congress to rethink segregation practices; watching Selma made many Americans believe it was time for federal government to do more than Civil Rights Act of 1964; Voting Rights Act of 1965 most progressive voting rights reform; new voting standards hurt African Americans, racial minorities, and marginalized groups; political party in control using restrictive voting to keep power; backwards progress undoes victories achieved by past civil rights activists; greater awareness of violations of voting rights and further legislation needed if success of civil rights movement to be maintained and expanded)
- Incorporates relevant information from all the documents
- Incorporates substantial relevant outside information (two different economies with South becoming agricultural based and North becoming trade and industry focused; Columbian Exchange brought slaves to America who replaced indentured servants; cotton main cash crop of South and many Southerners argued economy dependent on slave labor; 13th, 14th, and 15th amendments eradicated slavery, gave African Americans citizenship and African American men right to vote; African American rights not enforced when Reconstruction ended; Jim Crow laws created by Southern states to further limit African Americans rights; Booker T. Washington did not believe in actively fighting for social equality but to improve economic standing; W.E.B. DuBois believed in “talented tenth” to focus on immediate equality; DuBois helped organize NAACP; Truman desegregated military after World War II; policy of “separate but equal” in *Plessy v. Ferguson* rejected in *Brown v. Board of Education*; Martin Luther King Jr. and John Lewis helped bring change with civil disobedience while Malcolm X used a more radical approach; new voting standards enacted by states; in beginning slaves counted as 3/5ths person, giving southern states greater representation in House of Representatives)
- Richly supports the theme with many relevant facts, examples, and details (literacy tests and property qualifications used to prevent African Americans from voting; marches, demonstrations, and boycotts organized to encourage enforcement of citizenship and voting rights; after passage of Voting Rights Act of 1965 percentage of African Americans registering to vote in southern states doubled and even tripled in some areas; many states passed legislation targeted at certain groups to restrict voting access; more difficult for those with past criminal records to have voting rights restored; number of states restricting voting growing and more Americans being disenfranchised)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses why slavery developed in America and a conclusion that discusses the need for greater awareness to maintain successes of the civil rights movement

Conclusion: Overall, the response fits the criteria for Level 5. Substantive relevant details support document interpretation in an analytic discussion of the issue of African American voting rights and its connection to the wider civil rights movement. Thoughtful conclusions reflect a good historical understanding of the continuity of protest and the necessity of preserving the successes achieved in the struggle.

A central aspect of the principles of democracy is the right to vote and have a say in the government. The founding fathers drafted America's Constitution that did not state and define the voting rights of its citizens. The right to vote is one of the most important rights citizens of the United States should be granted but many Americans were not allowed to vote because of their gender or their race. The right to vote has been an ongoing struggle for a great portion of Americans who were central to its founding and development: African American men and women. The United States is a country based on freedoms and the rights of the people, but even after slavery was abolished and African Americans became citizens they struggled to gain voting rights. The civic issue of African Americans being denied voting rights has been addressed throughout American history and efforts made have been both successful and unsuccessful.

African Americans have been classified in a lower social and political hierarchy compared to whites since the early days of America and its first 13 colonies. This was most directly due to the institution of slavery. Slaves were sent in large numbers to the colonies from the Caribbean Islands and Africa in most part to the southern colonies. African American slaves began to replace indentured servants in the colonies since they were a more permanent source of labor. The southern colonies were defined by their cash crop economy as they prospered by growing valuable crops such as cotton and tobacco. Many slaves were brought to America to work on large plantations in the south. African American slaves were thought of as property rather than free individuals. It wasn't until the 1860s that they began to gain some of the same rights as their white counterparts. The Civil War ending in

1865 led to the abolishment of slavery but African Americans were still seen as second class citizens. The 13th, 14th, and 15th amendments to the constitution legally improved African Americans' rights yet there was much set back to these rights actually being granted by some southern states. The right to vote was especially debated and had to be continually fought for through the late 19th and 20th century.

The time of reconstruction in America was the rebuilding of the south following its defeat in the Civil War. Progress was made by the government in the period of radical reconstruction but it was not accepted by the Southern governments who still held on to the notion that blacks were not true American citizens. Eric Foner in "Forever Free" writes about such examples like the ruling in Williams vs. Mississippi. This court decision ruled that Mississippi didn't violate the fifteenth amendment and it encouraged the disenfranchisement movement. This shows how legal action by the government to grant blacks the right to vote was not accepted by many angry Southerners. They saw their defeat in the Civil War as an end to their way of life and they held back the right to vote in many southern state governments. This shows the legislation to help African Americans gain the right to vote didn't matter when there were few consequences for passing restrictions. Other restrictions were also put forth by southern states to restrict the rights of blacks to vote. Such examples are the poll tax, literary test and grandfather clauses. In a pamphlet published in Philadelphia in 1901, it shows how many southern states had requirements for blacks such as their requirement to pay a poll tax in order to vote. This was a disadvantage for blacks who were often not wealthy enough to pay the poll tax to vote. This was just another effort put forth by whites

who wanted to deny blacks their right to vote despite the legislation made by government. Whites, especially in the south put forth several measures to cancel out the progress made by government to ensure African Americans the right to vote.

In the 20th century the movement to gain more rights for African Americans most notably the right to vote, continued with even more diligence. Desegregation of schools and buses after the Montgomery bus boycott led to a Civil Rights movement that was mostly defined by nonviolent protest to gain progress. A leading figure in this movement was none other than Martin Luther King Jr. whose work with Rosa Parks and marches in Birmingham, Alabama and Washington D.C. led to the Civil Rights Act passed by the federal government to end segregation. The Voting Rights Act of 1965 was passed shortly after. Gary May in 2013 writes how this law gave African Americans around the nation the encouragement and support to exercise this right and describes how this law transformed democracy. It also was a large success for the civil rights movement. This Act was met with great success as it greatly increased the amount of registered voters in the south. This is clearly depicted by the percentages of voting-age registered voter increased after the act was passed in 1965.

Although there was some success in gaining more rights for African Americans to vote, the issues still endures today. President Barack Obama addresses these issues on the 50th anniversary of The Voting Rights Act. With strict and unfair laws passed by state governments, blacks are still being discouraged from voting. There were both successes and defeats in the fight for African American voting rights and the issue still endures in US today.

Anchor Level 4

The response:

- Develops all aspects of the task for African American voting rights
- Is more analytical than descriptive (central aspect of democracy the right to vote and have a say in government; many Americans not allowed to vote because of gender or race; right to vote ongoing struggle for Americans who were central to its founding and development—African American men and women; United States is based on freedoms and rights of people but even after slavery abolished African Americans struggled to gain voting rights; 13th, 14th, and 15th amendments legally improved African American rights yet setback by some southern states; legislation to help African Americans gain right to vote did not matter when there were few consequences for passing restrictions; poll taxes were a disadvantage for blacks who often were not wealthy enough to pay them; Voting Rights Act gave African Americans encouragement and support to exercise right to vote; strict and unfair laws passed by states; blacks still being discouraged from voting)
- Incorporates relevant information from documents 1, 2, 4, 5, and 6
- Incorporates relevant outside information (Constitution did not define voting rights; African Americans in lower social and political hierarchy early days of the colonies; slaves sent in large numbers from Caribbean islands and Africa mostly to southern colonies; African Americans began to replace indentured servants as permanent source of labor; southern colonies defined by cash crop economy growing valuable crops; many slaves brought to America to work on plantations and thought of as property; progress made by government in period of Radical Reconstruction but not accepted by Southern governments who held onto notion that blacks were not true American citizens; legal action to grant blacks right to vote not accepted by Southerners who saw defeat in Civil War as end to their way of life; grandfather clause used to restrict blacks from voting; desegregation of schools and buses after Montgomery bus boycott led to civil rights movement; Martin Luther King Jr.'s work with Rosa Parks and marches in Birmingham, Alabama and Washington D.C. led to the Civil Rights Act)
- Supports the theme with relevant facts, examples, and details (right to vote especially debated and continually fought for through late 19th and 20th centuries; court decision in *Williams v. Mississippi* ruled Mississippi did not violate 15th amendment and encouraged disenfranchisement; poll taxes and literacy tests put forth by Southern states to restrict blacks from voting; Civil Rights Act passed; Voting Rights Act increased amount of registered voters in the South)
- Demonstrates a logical and clear plan of organization; includes an introduction that is beyond a restatement of the theme and a conclusion that discusses how the issue of African American voting rights continues today

Conclusion: Overall, the response fits the criteria for Level 4. Relevant outside information establishes a good historical context for voting and civil rights challenges faced by African Americans. Thoughtful conclusions although somewhat repetitive are integrated throughout the response and would benefit from additional supporting facts and details.

The history of the United States has come with a fair share of both agreeable times as well as times that have provoked debate over constitutional and civic issues. Such discussions have been the leading force in several notable movements which individuals, groups, and governments have attempted to address. Whether their efforts prove to be a success or failure, their attempt lives in history. Yet some efforts remain contested in terms of resolution, such as the push for African American voting rights. Given the racist and discriminating attitudes towards African Americans which dates back to the start of the United States, numerous efforts that individuals, government, or groups have created in order to address this issue still lingers on to this day.

The stripping of the voting rights of African Americans existed far beyond Abraham Lincoln's Emancipation Proclamation as well as the passing of the 13th, 14th, and 15th amendments. Beginning in the late 19th century, states, especially southern states, implemented discriminating laws now infamously regarded as Jim Crow Laws. Jim Crow Laws established an unequal treatment of African Americans like requiring that they socially segregate from whites. Other laws heavily emphasized restrictions place upon the voting rights of African Americans. In many southern states, African Americans could not vote for a candidate they supported unless they payed a mandatory poll tax and passed a strict literacy test (Document 2). With the majority of the nation already suppressing them, meeting these requirements in order to elect the people who promised to fix the system became highly unlikely.

As the deplorable treatment of African Americans continued throughout the United States, courageous leaders, groups, and

government officials broke the social constrict in order to grant African Americans their voting rights. Immense improvements began to take place in the 1960s during the civil rights movement. During this time, the unheard were heard. The unspoken spoke. Influential leaders like Martin Luther King during his March on Washington Speech unhesitantly exposed the unjust parties of the United States. In other cases, groups like the Student Nonviolent Coordinating Committee organized volunteers to work for equality. In such places as Mississippi, around 60% of the volunteers were white and would work on voter registration and teach in schools (Document 3). The progressive movements during the 1960s rightfully shined a light upon the outright discriminating practices of the nation of the time and pushed the government to take action.

The effects of the determined efforts of the African Americans voting rights movement are still prevalent in current society. While there has been a significant increase in the number of registered black voters, some current practices may discourage African Americans from exercising their constitutional right. Responding to the demands of the 1960s civil rights movement, Congress passed a Voting Rights Act which guaranteed voting rights and ended racial discrimination in voting. Prior to the passing of the Act, only 29.3% of African American citizens in southern states have registered to vote, while 73.4% of whites in southern states were registered. However, after the implementation of the Act, 52.1% of African Americans had registered to vote, while the percentage of white registered voters went up only a little (Document 5). Despite the rightful achievement, corrupt practices still are in existence 50 years after the establishment of the voting

Rights Act. For instance, several questionable measures that make the process of voting more difficult to achieve have sprouted in recent years. It seems that even in our democracy some people would rather see fewer people of color voting. After the 2010 election, state lawmakers began to propose laws that would require aggressive voter ID tactics and make restoring voting rights for people with past criminal convictions a more arduous task (Document 6b). The segregatory, discriminatory, and unjust attitudes and behaviors of some states have to continue to be addressed by reform efforts, even if they take a long time to achieve.

Anchor Level 3

The response:

- Develops all aspects of the task with some depth for African American voting rights
- Is more analytical than descriptive (whether efforts to address issue prove to be a success or failure, the attempt lives in history; some efforts remain contested in terms of resolution; efforts to address African American voting rights still linger today; stripping African American voting rights existed far beyond Lincoln’s Emancipation Proclamation; with majority of nation already suppressing them, meeting requirements to elect people who promised to fix system highly unlikely for African Americans; as despicable treatment of African Americans continued throughout United States, courageous leaders, groups, and government officials broke social construct to grant African American voting rights; during 1960s the unheard were heard and unspoken spoke; progressive movements during 1960s rightfully shone a light upon outright discriminatory policies at that time and pushed government to take action; some current practices may discourage African Americans from exercising this constitutional right; despite rightful achievements, corrupt practices still in existence fifty years after passage of Voting Rights Act; several questionable measures that make process of voting more difficult to achieve have sprouted in recent years; seems that even in our democracy some people would rather see fewer people of color voting; segregatory, discriminatory, and unjust attitudes and behaviors have to continue to be addressed by reform efforts even if take a long time to achieve)
- Incorporates relevant information from documents 2, 3, 4, 5, and 6
- Incorporates some relevant outside information (racist and discriminatory attitudes towards African Americans dates back to start of United States; passing of 13th, 14th, and 15th amendments; beginning in late 19th century, states especially southern states implemented discriminatory laws now infamously regarded as Jim Crow laws; Jim Crow laws established unequal treatment of African Americans such as requiring that they socially segregate from whites; influential leaders such as Martin Luther King Jr. during his March on Washington speech unhesitantly exposed unjust practices)
- Includes relevant facts, examples, and details (in many southern states African Americans could not vote unless paid a mandatory poll tax and passed a literacy test; improvements began to take place during civil rights movement of 1960s; groups such as Student Nonviolent Coordinating Committee organized volunteers to work for equality in Mississippi and would work on voter registration and teach in schools; Congress passed Voting Rights Act which guaranteed voting rights and ended racial discrimination in voting; prior to passage of Voting Rights Act only 29.3 percent of African American citizens in southern states registered while percentage of white registered voters went up only a little; after 2010 election state lawmakers began to propose laws requiring aggressive voter ID tactics and make restoring voting rights for people with past-criminal convictions a more arduous task)
- Demonstrates a satisfactory plan of organization; includes an introduction that is beyond a restatement of the theme and a one sentence conclusion

Conclusion: Overall, the response fits the criteria for Level 3. Document interpretation is supported by good explanations and some relevant outside information. Thoughtful conclusions throughout the response would have benefited from additional supporting facts and details.

Throughout United States history, many constitutional and civic issues have been debated by Americans. These debates have resulted in efforts by individuals, groups and governments to address these issues. These efforts have achieved varying degrees of success. One of these constitutional and civic issues is African American voting rights.

Williams v. Mississippi was a Supreme Court case that fought for the voting rights of the African Americans, according to Document [1], but the Supreme Court ruled it 'invalid' because it, in fact, did not violate the Fifteenth Amendment, since they did not "on their face discriminate between races."

But this did not go unnoticed by the African American society. For an African American, it was forbidden to vote or be part of the voting process in the South, and even if they were allowed, there were a lot of conditions accompanying voting. They needed to be able to read and write, which most African Americans of this time could not do, they needed to pay poll taxes, and the conditions provided, according to Document [2], these groups of people just could not be part of the voting process.

Finally they had enough, they marched on county courthouses, confronted sheriffs and went to jail, according to Document [4]. They suffered a brutal attack from state troopers and local vigilantes on the 7th of March, 1965. And their efforts were not in vain. This event that took place touched the nation's heart, forcing President Lyndon B. Johnson to place a voting rights bill in front of his political agenda. Due to this, it permitted many Americans (African) to vote in the South. The Voting Rights Act of 1965 changed Democracy in America forever.

And today this act of courage and bravery of these African Americans is still being remembered. President Obama made remarks about this event that took place in the United States' history according to Document [6a], he remarked their acts of bravery, even though they felt threatened, they went up time and time again to vote because if it was not for them, African Americans might still feel threatened today.

But many people in this time and age are still afraid of being discriminated from voting. Some states still have some laws in place that makes it difficult for people to vote, according to Document [6b], restricting people from voting based on their past criminal records or needing to have an ID card in order to vote. And this just shows the interests of people who do not see it right for everyone to vote instead of the interest of the millions of people who have accepted African Americans into their lives and into society.

These African Americans had the courage to stand up to the odds that were stacked against them, moving the heart of a nation and for this, it will always be remembered because they changed the course of American lives, American Society, American government and America forever.

Anchor Level 2

The response:

- Minimally develops all aspects of the task for African American voting rights
- Is primarily descriptive (African Americans forbidden to vote or be part of voting process in South, and even if allowed many conditions accompanying voting; to vote needed to be able to read and write which most African Americans could not do at the time; efforts in Selma not in vain as event touched nation's heart; Voting Rights Act of 1965 changed democracy in America forever; many people today still afraid of being discriminated from voting; millions of people have accepted African Americans into their lives and society but some still do not think they should vote)
- Incorporates limited relevant information from documents 1, 2, 4, and 6
- Presents no relevant outside information
- Includes relevant facts, examples, and details (Supreme Court ruled in *Williams v. Mississippi* that state law did not violate 15th amendment; needed to pay poll taxes to vote; African Americans marched on county courthouses, confronted sheriffs, and went to jail; African Americans suffered brutal attacks from state troopers and local vigilantes on March 7, 1965; events in Selma forced President Johnson to place a voting rights bill in front of his political agenda which resulted in many African Americans in South being able to vote; President Obama made remarks about bravery of African Americans trying to vote again and again even though felt threatened; some states still have laws in place which make it difficult for people to vote; people with criminal records find it difficult to vote)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a general analytic conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Interpretation of document information addresses all aspects of the task and demonstrates a limited understanding of African American voting rights. The inclusion of a few analytic statements strengthens the discussion.

Throughout United States history, many constitutional and civic issues have been debated by Americans. African American voting rights is one of these issues. African American voting rights, an issues that began in the 1800's, has had a multitude of efforts by outside groups to address this constitutional issue.

The issue of African American voting rights arose in the south in 1898, gained popularity after the trial of Williams vs. Mississippi which stated that the "provisions of the states 1890 constitution did not violate the Fifteenth Amendment (1)." Since this, solutions to address this civic issue have been rising. One example of this, is in 1964 when "750 volunteers helped to work on voter registration, man community centers, and teach in Freedom Schools (3)." Second, even the government became aware of the issue and in 1965, "President Lyndon B. Johnson placed a voting rights bill at the forefront of his presidential campaign (4)." Lastly, the voting rights bill of 1965 increased voter turnout by almost half, for African American voters (5).

As you can see, African American voting rights has always been a constitutional and civic issue. However, many groups and organizations have made the effort to change these unconstitutional laws.

Anchor Level 1

The response:

- Minimally addresses all aspects of the task for African American voting rights
- Is descriptive (issue gained popularity in 1898 after *Williams v. Mississippi*; President Johnson placed a voting rights bill at forefront of his presidential campaign)
- Includes minimal information from documents 1, 3, 4, and 5
- Presents no relevant outside information
- Includes relevant facts, examples, and details (issue of African American voting rights began in 1800s; *Williams v. Mississippi* stated provisions of the state's 1890 constitution did not violate 15th amendment; in 1964 volunteers helped to work on voter registration, man community centers, and teach in Freedom Schools; Voting Rights bill of 1965 increased voter turnout by almost half for African American voters)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 1. Simplistic statements address all aspects and demonstrate a limited understanding of the task; while, one general sentence is employed to mention the extent to which efforts were successful. Generalizations and lack of explanation further weaken the effort.

Before 1967 African Americans had many protests, sit ins, and meeting about voting rights. Individuals such as Martin Luther King JR, Rosa Parks, and Malcolm X played huge roles in the African American voting rights movement. The 1900's were important years for African Americans in gaining civil and voting rights. In 1898 the court case Williams vs. Mississippi it was ruled that states suffrage provisions did not violate the 1890 constitution (Doc 1). Louisiana's African American voters depleted heavily from 130,000 to 1,000 (Doc 1). After these events African Americans took many stands. Southern states set up voting restrictions for African Americans such as in Alabama you must be able to read and write, and also own \$300 worth of property (Doc 2). Also many African Americans could not pay the poll taxes required to vote (Doc 2). The South placed many restrictions to limit number of African American voters.

African Americans did take many events against the voting laws. One event in Selma, Alabama would change voting rights forever. MLK JR led many protesters in a protest that was later attacked by troops (Doc 4). President Lyndon B. Johnson then passed a voting rights bill which would increase voting for black and white Americans (Doc 5).

Before 1967 American dealt with the worst of the African American voting rights movement. There were many groups and individuals such as Rosa Parks, and NAACP to help the movement.

In the United States, at times there has been a tyranny of the majority. Minorities like African Americans, Jews, Latinos, LGBTQ+ community have suffered discrimination. Nowhere is this more evident than in the long legacy of blacks overcoming disenfranchisement. Starting from the early days of America, and stretching until today, African Americans have engaged in a battle for their right to vote.

The circumstances surrounding this fact are vast. After indentured servants were slowly phased out of the colonial North American economy in favor of African slaves, an ideology began to develop. It stated that blacks were inferior to whites. Slaves were considered simply property. Thus when the constitution was being written, slaves didn't even count as a whole person. A black person only counted as 3/5 of a person, according to the Founders. Even if this count was established to determine legal representation in a state, slaves couldn't vote (Doc 1). It was only after the Civil War, and the passing of the 15th amendment, that blacks were finally granted the right to vote (males of course). Yet, this was hardly the end of this struggle.

Soon after, local and state governments went to work to disenfranchise newly liberated black voters. One way to do this was a list of requirements obviously purposed towards preventing blacks from voting (Doc 2). There was poll tax, which they couldn't pay because they had little money after being freed. The requirement to own also drained them, as in slavery they owned nothing. And how could they know how to read and write since they were denied an education? The results were clear, as Southern African American voting basically disappeared (Doc 1). Officials were much more sympathetic to whites who fell into those categories, and the southern states basically broke

the 15th amendment with no punishment. It was later, in the 1960's, that certain groups of whites and blacks began to actively push back. Northern groups of mostly white students would travel south to initiate mass voter registration projects, in order to ensure the black vote was represented (Doc 3). As usual, the federal government waffled for a bit. Marches, strikes, and sit-ins began to occur with frequency, not just over suffrage but over the racist institution of Jim Crow as a whole. Eventually, in 1965, Lyndon B. Johnson oversaw the passing of the Voting Rights Act, allowing blacks to vote free of extraneous and discriminatory laws. Black registration in the south leaped up to over 50% in southern states (Doc 5). At long last, the battle over black suffrage could be concluded with a victory.

Despite the success in their previous century, voter suppression laws didn't fall by the wayside. Plenty of states have restrictions that disproportionately target black Americans (Doc 6b). These include restrictions such as stricter voter ID laws and voting hours cut short. The monumental battle in the '60's for suffrage was a turning point of Civil Rights. Unfortunately, this battle must be fought. Institutionalized racism will be hard to eliminate, but it is a conflict worth fighting.

The United States is a nation that began with deep roots in slavery. For many of its early years, African Americans were viewed as little more than objects; as property that could be bought, sold, and transported. The Civil War brought a legal end to this practice, as Congress passed the 13, 14, and 15 Amendments and granted freedom, citizenship, and suffrage to African Americans. Unfortunately, even with the passage of the 15th Amendment, many Americans were unwilling to grant suffrage, a right that had previously only been held by white men only. To blacks faced with physical, verbal, and legal obstacles, the expansion of voting rights to African Americans was a long, arduous process.

The most obvious restriction of African American voting rights was seen in the Southern United States during the post-Reconstruction period. Believing the 15th Amendment to be a direct violation to their culture, the Southern States effectively nullified the amendment and took numerous measures to restrict voting eligibility among blacks. Many whites in the south saw African Americans as inferior and had no intention of treating them as equals. The federal government did little to help the worsening political situation of African Americans. As stated by Eric Foner, the Supreme Court decided suffrage restrictions in Mississippi did not discriminate between the races. This meant “states’ rights” to keep African Americans from voting would continue. (Doc 1) Laws or qualifications such as poll taxes and literacy tests greatly restricted black voters, as many former slaves were poor and illiterate. As seen in a pamphlet titled “The Things that Qualify a Colored Man to Vote in the Southern States,” a black man “must pay [his] poll tax,” and could only register to vote “if [he] can read and write” (Doc 2).

Unfortunately, these methods proved to be very effective in decreasing the number of eligible black voters. As stated by Eric Foner, "Louisiana, for example, reduced the number of black voters from one hundred thirty thousand to one thousand" (Doc 1). The attempts made by the southern states to eliminate black voters from elections were successful in allowing whites to dominate politics and continue racist Jim Crow policies. Laws such as the Voting Rights Act in the 1960s outlawed practices such as literacy tests, and poll taxes were eliminated by an amendment.

In response to restrictions placed on blacks' suffrage rights, action was taken to establish racial equality in the U.S. The Civil Rights Movement of the 1960s was the height of the push for equality as numerous organizations resisted prejudice and discrimination. Some groups such as Black Nationalists and leaders such as Malcolm X took a more radical approach, advocating the separation of races so that blacks could thrive on their own, especially after violence was committed in Mississippi and Selma (Doc 3 and Doc 4). Other groups, such as the Student Nonviolent Coordinating Committee (SNCC) took a nonviolent approach to achieve equality with sit-ins and voting rights marches. As described by Gary Bay, these protesters "marched on county courthouses, confronted sheriffs, and went to jail" (Doc 4). Civil disobedience and peaceful protests were attacked by state troopers and vigilantes. These eventually caught the attention of American leaders, who felt obligated to protect black rights. Lyndon B. Johnson was one such leader, who, driven by national conscience, supported a voting rights bill in 1965. This bill outlawed voting registration restrictions (like those in place in the South), and thus caused the number of

registered black voters in the South to skyrocket. Between 1965 and 1967, the total percentage of the voting - age blacks who registered to vote rose from 29.32% to 52.12% in the south (Doc 5). In this sense, the fight for voting equality during the 1960s was pretty successful because it meant more African Americans would have their opinions heard, which transformed American democracy (Doc 4).

Unfortunately, the issue of racial equality both inside and outside the voting booth continues to plague Americans today. The Voting Rights Act is losing power, due to "court decisions and interpretations of the law." (Doc 62). Therefore, blacks and other minorities still do not enjoy full equality. The fight for equal voting rights, as a result, must continue.

Injustices towards African-Americans have been despicably common throughout United States history. For centuries, the North American colonies belonging to the British used them as an unpaid enslaved source of labor, and this remained their status for nearly a century after the U.S. gained independence. After the Civil War, the passage of the 13th, 14th, and 15th Amendments began the process of achieving equality for blacks by ending slavery, granting them equal protection under the law, and establishing universal male suffrage. However, there was a significant amount of resistance to these amendments, especially from the South. The debates regarding voting rights in particular for African-Americans would continue, and still the discussion has not been fully resolved. Though the efforts of voting rights advocates at every level in this country have been successful there remains the danger that the progress achieved can be reversed if measures are not taken to prevent such an event.

The initial attempts to establish voting rights for blacks in the South were conducted by the Radical Republican Congress through the passage of the Reconstruction amendments discussed earlier as well as the Freedmen's Bureau. Unfortunately, the opposition they faced long term in the South was sufficiently strong to make their efforts relatively ineffective. When Reconstruction ended, southern states generally disregarded these amendments and returned to Dred Scott times when African Americans were not considered citizens. Some of the push-back was through illegal activities and fear-mongering, as evidenced by the actions of the KKK, which killed and intimidated blacks to keep them from voting. However, southern redeemer state governments even managed to pass legislation to discourage blacks

from voting. Mississippi came up with poll taxes and residency requirements to restrict African American voting. When the Supreme Court agreed it was ok to do that in *Williams vs. Mississippi* more southern states did the same. For example, as Eric Foner discusses in his book, *Forever Free: The Story of Emancipation Reconstruction*, the 1890 Louisiana constitution established voting requirements that made it virtually impossible for blacks to vote. Some of these difficult requirements are mentioned in "What a colored man should do to vote:" poll taxes, literacy tests, and property requirements were among them. The economic conditions of African Americans (who were often share croppers) made it very difficult to meet property requirements. Years of not being allowed to attend school could not be quickly overcome by Freedmen schools, which meant African Americans often could not pass literacy tests. Early supporters of voting rights for blacks such as Frederick Douglass and W.E.B. DuBois were somewhat unsuccessful in achieving their goals.

De jure segregation, which worsened after *Plessy vs. Ferguson*, along with few economic opportunities and voting restrictions led to a civil rights movement for African-Americans that only gained strength in the 1960s. Many volunteers both black and white from the North went to the South in an attempt to help African Americans exercise their voting rights, as described in "The Student Voice" from one of the leading desegregationist groups of this time period: the Student Nonviolent Coordinating Committee (SNCC). They worked with SNCC activists such as Fannie Lou Hamer to organize Freedom Summer to encourage voter registration. Knowing their work was dangerous, the SNCC asked President Johnson for protection. Unfortunately it

took the Bloody Sunday violence at Selma for the president to realize that civil rights protestors needed protection and the country needed to take action to protect voting rights. Protests such as the March on Washington and the march in Selma, Alabama which, as Gary May puts it in Bending Toward Justice, “touched the conscience of the nation, forcing President Lyndon B. Johnson to place a voting rights bill at the forefront of his Great Society agenda.” This bill, the Voting Rights Act of 1965, finally made it far easier and safer for Southern blacks and blacks throughout the nation to vote. The tables regarding “Registration by race, before and after 1965, in Southern states covered by the Voting Rights Act” demonstrate how effective it was: from registration percentages as low as 6.7% in Mississippi, the Act led to percentages above 50% in every state it affected. In 1965 African Americans were finally given the voting rights they should have had with the passage of the 15th Amendment in the 1860s. No longer facing literacy tests or poll taxes after the 24th Amendment was passed, more African Americans voted and ran for public office and could therefore have their opinions count. It created the system which finally granted blacks the accessibility to voting that is fundamental to democracy. That accessibility unfortunately is now being threatened by states who want fewer African Americans to vote.

The struggles of blacks for voting rights have been hard-fought, and their ultimate success with the passage of the Voting Rights Act of 1965 should have been a happy ending to the story. While some states have followed the law and are making it easier to vote by setting up early voting and ballot box drop-off, other states are making it harder to vote. As President Barack Obama warned in his 2015 “Remarks

Civic Literacy Essay—Practice Paper – D

on the Voting Rights Act," new laws and judicial interpretations have only weakened voting rights; many states have passed new restrictive legislation, even since the 2016 legislation. These laws have not helped our country become democratic but in fact seem to make the country less democratic. We all must remain adamant in our defense of civil liberties. It is for this very reason that we must study history to understand the sacrifices made by those who fought for voting rights and democracy and understand that we might be called on to do the same. So that we do not replicate the mistakes of our past as we go into the future.

Throughout American history there have been many civil rights disputes. Over the course of time there has been realization that treating people differently based on the color of their skin is not right. Although this premise may seem very obvious there is still prejudice impacting us in our lives. Voting is one of the democratic values we hold dear in America, however some people have not always had the right. African Americans (and some white people) have had to fight for the right to vote for decades and even today there are restrictions we are facing.

After slavery was eradicated in the United States there were still civil liberties African Americans did not obtain. The right to vote was far out of reach with several restrictions placed upon black people." "In Alabama, Louisiana, Mississippi, North Carolina, South Carolina, Virginia and Tennessee, YOU MUST PAY YOUR POLL TAX, YOU MUST REGISTER AND HOLD YOUR CERTIFICATE OF REGISTRATION. If you can read and write you can register" (Document 2).

Although the restrictions may seem unconstitutional the Supreme Court ruled they were fair. "In 1898, the Supreme court encouraged the disenfranchisement movement by ruling, in the *William v. Mississippi* that the suffrage provisions of the state's 1890 constitution did not violate the Fifteenth Amendment" (Document 1). This led to a lot of African Americans and white people unable to vote.

To combat this unfairness many groups and protests were established. One of the most famous protests towards the suffrage movement was BLOODY SUNDAY. "That event touched the conscience of the nation, forcing President Lyndon B. Johnson to place a voting rights bill at the forefront of his political agenda." (Document 4)

Although this bill allowed African Americans to vote there have been new regulations put in place that further oppress them." State legislatures have instituted procedures and practices that, although on the surface may appear neutral, have the effect of discouraging people from voting ..." (Document 6). So although the Voting Rights Act was successful for a short period of time newfound restrictions have further weakened the effectiveness. If laws to protect the voting rights of individuals then history may repeat itself.

Practice Paper A—Score Level 1

The response:

- Minimally addresses all aspects of the task for African American voting rights
- Is descriptive (1900s important years for African Americans in gaining civil and voting rights; many African Americans could not pay poll taxes required to vote; South placed many restrictions to limit number of African American voters; protest in Selma, Alabama changed voting rights forever; President Johnson passed a voting rights bill which would increase voting for black and white Americans); includes faulty application (court case of *Williams v. Mississippi* ruled state suffrage provisions did not violate 1890 constitution; in Alabama African Americans had to be able to read and write and also own \$300 worth of property)
- Includes minimal information from documents 1, 2, 4, and 5
- Presents little relevant outside information (individuals such as Martin Luther King Jr., Rosa Parks, and Malcolm X played huge roles in African American voting rights movement; in Selma, Alabama, Martin Luther King Jr. led many in a protest that was attacked by troops)
- Includes few relevant facts, examples, and details (before 1967 African Americans had many protests, sit-ins, and meetings about voting rights; Louisiana’s African American voters decreased from 130,000 to 1,000; Southern states set up voting restrictions for African Americans)
- Demonstrates a general plan of organization; includes an introductory sentence and a general conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Simplistic statements, some of which contain faulty information, reference all aspects of the task. Some relevant outside information is mentioned but lacks explanation.

Practice Paper B—Score Level 3

The response:

- Develops all aspects of the task with some depth for African American voting rights
- Is both descriptive and analytical (at times United States has been a tyranny of the majority and minorities have suffered discrimination; starting in early days of America and stretching until today African Americans engaged in battle for right to vote; soon after Civil War local and state governments went to work to disenfranchise newly liberated black voters; blacks could not pay poll taxes because had little money after being freed; requirement to own property drained blacks as in slavery could own nothing; blacks could not know how to read and write since denied an education; as result of requirements voting by African Americans in southern states basically disappeared; officials much more sympathetic to whites who did not meet requirements and southern states basically broke 15th amendment with no punishment; Voting Rights Act allowed blacks to vote free of extraneous and discriminatory laws; despite success in previous century voter suppression laws didn't exactly fall by the wayside, states have restrictions that disproportionately target black Americans; monumental battle in 1960s for African American voting rights a turning point in history of civil rights but unfortunately battle must still be fought; institutional racism hard to eliminate but it is a conflict worth fighting for)
- Incorporates some relevant information from all the documents
- Incorporates limited relevant outside information (indentured servants slowly phased out of colonial North American economy in favor of African slaves; ideology began to develop that blacks inferior to whites and slaves simply considered property; when Constitution written slaves did not count as a whole person but as 3/5ths of a person according to Founders, established to determine legal representation in a state; only after Civil War and passing of 15th amendment were blacks granted right to vote, but only males; marches, strikes, and sit-ins began to occur with frequency not just over suffrage but over racist influence of Jim Crow as a whole)
- Includes relevant facts, examples, and details (state and local governments made list of requirements to prevent blacks from voting such as poll taxes; in 1960s groups of whites and blacks began to push back against voting restrictions; northern groups of mostly white students traveled south to initiate mass voter registration projects to ensure black vote represented; eventually in 1965 President Johnson oversaw passing of Voting Rights Act; with Voting Rights Act black registration in South leaped up to over 50 percent in southern states; current restrictions for black Americans to register to vote include stricter voter identification laws and shorter voting hours)
- Demonstrates a satisfactory plan of organization; includes an introduction that is beyond a restatement of the theme and a conclusion that discusses why African American voting rights have gone backwards

Conclusion: Overall, the response fits the criteria for Level 3. Important concepts and relevant document interpretation support a discussion that demonstrates a good understanding of the issue of African American voting rights. Analytic statements would have benefited from further development.

Practice Paper C—Score Level 4

The response:

- Develops all aspects of the task for African American voting rights
- Is both descriptive and analytical (African Americans viewed as property that could be bought, sold, and transported; faced with physical, verbal, and legal obstacles; expansion of voting rights to African Americans a long, arduous process; Southern states believed 15th amendment direct violation to their culture so took measures to restrict voting eligibility of blacks; many Southern whites saw African Americans as inferior and had no intention of treating them as equals; federal government did little to help worsening political situation of African Americans; Supreme Court decision in *Williams v. Mississippi* meant “states’ rights” to keep African Americans from voting would continue; American leaders eventually felt obligated to protect black rights; fight for voting equality during 1960s successful because more African Americans would have opinions heard, transforming American democracy; issue of racial equality both inside and outside voting booth continues to plague America)
- Incorporates relevant information from all the documents
- Incorporates relevant outside information (United States begins with deep roots in slavery; Civil War brought legal end to practice of slavery; 13th, 14th, and 15th amendments granted freedom, citizenship, and suffrage to African Americans; attempts made by Southern states to eliminate black voters successful in allowing whites to dominate politics and continue racist Jim Crow policies; Voting Rights Act outlawed practices such as literacy tests; poll taxes eliminated by an amendment; Black Nationalists and leaders such as Malcolm X took more radical approach advocating separation of races so blacks could thrive on own; civil disobedience and peaceful protests eventually caught attention of American leaders)
- Supports the theme with relevant facts, examples, and details (Supreme Court decided suffrage restrictions in Mississippi did not discriminate between races; poll taxes and literacy tests greatly restricted black voters; Louisiana restricted number of black voters from one hundred thirty thousand to one thousand; passage of Voting Rights Act; civil rights movement of 1960s; violence committed in Mississippi and Selma; Student Nonviolent Coordinating Committee (SNCC) took a nonviolent approach with sit-ins and marches; protesters marched on county courthouses, confronted sheriffs, and went to jail; President Johnson supported a voting rights bill in 1965; between 1965 and 1967 total percentage of voting-age blacks who registered to vote rose from 29.3 percent to 52.1 percent in South)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses the historical circumstances surrounding African American voting rights and a conclusion that discusses reasons why the fight for African American voting rights must continue

Conclusion: Overall, the response fits the criteria for Level 4. Document interpretation is supported by relevant outside information and good analytic statements. Thoughtful conclusions would have benefited from additional supporting facts and details.

Practice Paper D—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth for African American voting rights
- Is more analytical than descriptive (injustices towards African Americans common throughout United States history; significant amount of resistance to 13th, 14th, and 15th amendments; danger remains that progress achieved can be reversed; years of not being allowed to attend school could not be quickly overcome by Freedmen schools; Voting Rights Act of 1965 made it easier and safer for blacks to vote; in 1965 African Americans finally given voting rights should have had with 15th amendment; accessibility to voting fundamental to democracy and now threatened by states who want fewer African Americans to vote; new laws and judicial interpretations weakened voting rights making country less democratic)
- Incorporates relevant information from all the documents
- Incorporates substantial relevant outside information (British North American colonies used African Americans as unpaid enslaved source of labor; after Civil War process began of achieving equality for blacks by ending slavery, granting equal protection under the law, and establishing universal male suffrage; initial attempts to establish voting rights for blacks conducted by Radical Republicans through passage of Reconstruction amendments; when Reconstruction ended Southern states generally returned to Dred Scott times when African Americans not considered citizens; some of push-back through illegal activities and fear mongering by Ku Klux Klan which intimidated blacks to keep them from voting; early supporters of voting rights for blacks such as Frederick Douglass and W.E. B. DuBois unsuccessful in achieving goals; de jure segregation which worsened after *Plessy v. Ferguson*, few economic opportunities, and voting restrictions led to civil rights movement for African Americans in 1960s; volunteers worked with SNCC activists such as Fannie Lou Hamer to organize Freedom Summer; protests such as Bloody Sunday and March on Washington touched conscience of nation; no longer facing literacy tests or poll taxes after 24th amendment more African Americans voted and ran for public office; some states making it easier to vote by setting up early voting and ballot box drop-offs)
- Richly supports the theme with many relevant facts, examples, and details (Mississippi used poll taxes and residency requirements to restrict African American voting; support from Supreme Court encouraged more southern states to restrict African American voting; 1890 Louisiana constitution establish requirements that make it virtually impossible for blacks to vote; poll taxes, literacy tests, and property requirements stopped blacks from voting; many volunteers both black and white from North went to South in attempt to help African Americans gain voting rights)
- Demonstrates a logical and clear plan of organization; includes an introduction that briefly summarizes the history of African American voting rights and a conclusion that discusses the extent to which efforts have been successful

Conclusion: Overall, the response fits the criteria for Level 5. An analytical treatment of the task is supported by references to documents that segue to the integration of outside information. A strong case is made for the importance of vigilance as it applies to protecting voting rights and democracy.

Practice Paper E—Score Level 2

The response:

- Minimally develops all aspects of the task for African American voting rights
- Is both analytical and descriptive (over course of time realization that treating people differently because of color of skin not right; prejudice still impacts our lives; voting one of democratic values we hold dear in America although some people have not always had that right; African Americans and some white people have had to fight for right to vote for decades and even today restrictions; with right to vote far out of reach for African Americans; Supreme Court encouraged disenfranchisement movement; events of Bloody Sunday touched conscience of nation; new regulations put in place after Voting Rights Act appear neutral on surface but discourage African Americans from voting)
- Incorporates limited relevant information from documents 1, 2, 4, and 6
- Presents little relevant outside information (after slavery eradicated in United States still civil liberties African Americans did not obtain)
- Includes relevant facts, examples, and details (in Alabama, Louisiana, Mississippi, North Carolina, South Carolina, Virginia, and Tennessee, African Americans must pay a poll tax, must register, and hold a certificate of registration to vote; *Williams v. Mississippi* ruled suffrage provisions of state's 1890 constitution did not violate 15th amendment; Bloody Sunday led President Johnson to place a voting rights bill at forefront of his political agenda)
- Demonstrates a general plan of organization; includes an analytic introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Brief explanations of document information address all aspects of the task. A few evaluative statements scattered throughout the discussion demonstrate a limited understanding of voting restrictions faced by African Americans.

***The Chart for Determining the Final Examination Score for the January 2024 Regents Examination in United States History and Government* will be posted on the Department's web site at: <https://www.nysed.gov/state-assessment/high-school-regents-examinations> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.**

Submitting Teacher Evaluations of the Test to the Department

Suggestions and feedback from teachers provide an important contribution to the test development process. The Department provides an online evaluation form for State assessments. It contains spaces for teachers to respond to several specific questions and to make suggestions. Instructions for completing the evaluation form are as follows:

1. Go to <https://www.nysed.gov/state-assessment/teacher-feedback-state-assessments>.
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.