

LEAP

SOCIAL STUDIES

Grade 7

Classroom Assessment Items

Purpose and Use

The [LEAP Social Studies Classroom Assessment Items](#) are intended for use in classroom instruction and assessment, meaning that educators may choose to incorporate the sources and items into daily lessons or classroom tests as a to complement their instructional and assessment materials. The Social Studies Classroom Assessment Items offer examples of how social studies knowledge and skills may be assessed in alignment with the [2022 Louisiana Student Standards for Social Studies \(LSSSS\)](#) and provide students and teachers an opportunity to engage with the different source and item types on the LEAP Social Studies Field Tests.

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Unit of Study	Component
Unit 1	Set: First Party System (culminating item options: TE item #6, CR item #6)
Units 3, 4, 6	Standalone Items
Units 1 and 2	Task: Challenges of the Federal Government in the Early Republic (culminating item: ER item #6)
N/A	Answer Keys and Rubrics
N/A	Scoring Activity

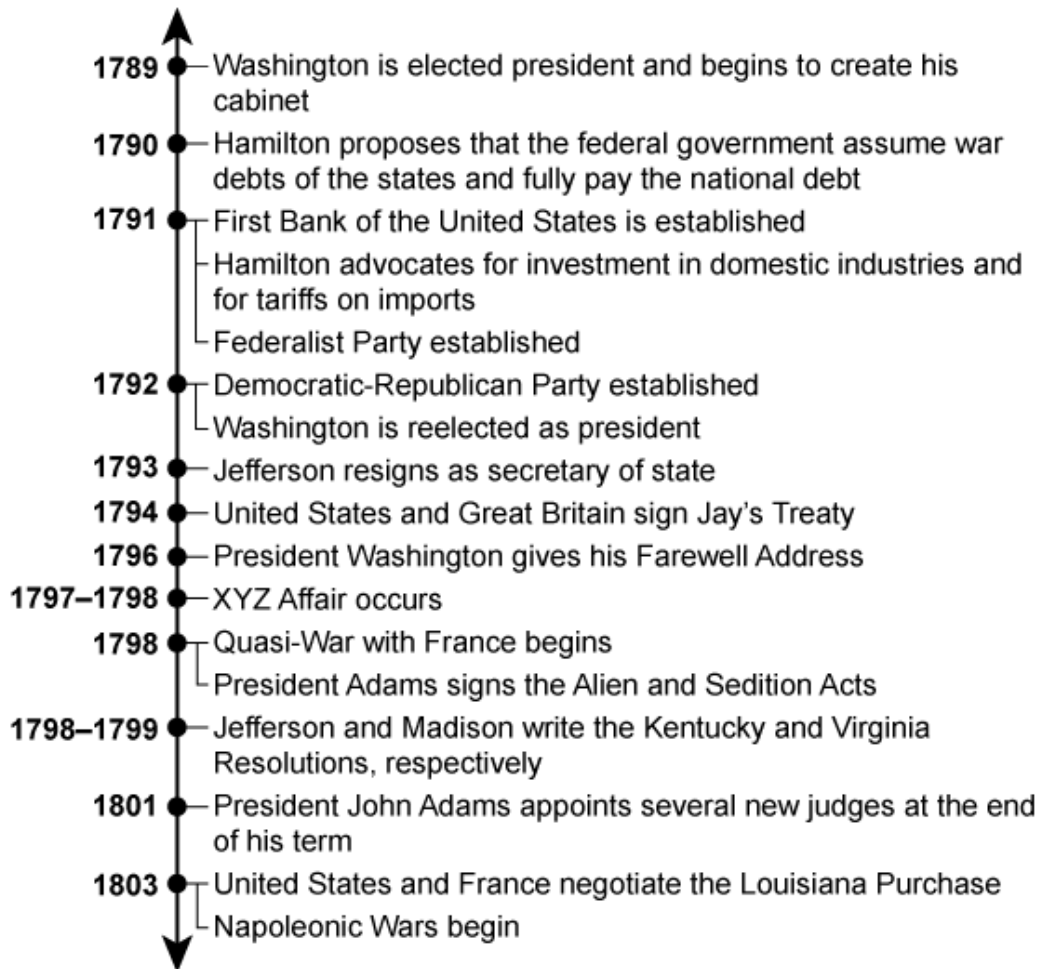


Grade 7
Classroom Assessment
Set

Read and study the sources about the development of the first party system in the United States during the late 1700s and early 1800s. Then use your social studies knowledge and the sources to answer the questions.

Source 1

Events Related to the First Party System in the United States



Source 2**Adapted from *Anas****by Thomas Jefferson*

This excerpt is from a book written by Democratic-Republican Thomas Jefferson in 1818 after he had retired. The work contains his thoughts about his experiences in government during the late 1700s and early 1800s.

I returned from France in the first year of the new government to enter into the office of secretary of state. Hamilton's financial system had then become law. He believed that the interests of the members must be controlled to keep the legislature in agreement with the executive.

A division had already taken place in part of Congress—between the Democratic-Republican and Federalist parties. The latter, being monarchists in principle, followed Hamilton as their leader. They always ensured him a majority in both houses.

All the administrative laws were shaped on the model of England and so passed. Here then was the real basis of the opposition whose purpose was to preserve the legislature pure and independent of the executive. It was to restrain the government to the forms and principles of a republic, and not permit the Constitution to be interpreted into a monarchy.

Source 3**Adapted from a Letter to Jonathan Dayton (1799)**

by Alexander Hamilton

This excerpt is from a letter by Federalist Alexander Hamilton in which he discusses recommendations for the federal government.

The measures that should be adopted are as follows.

—Efforts that will extend the influence and promote the popularity of the government. Under this are three important actions. First, the extension of the judiciary system. Second, the improvement of roads. Third, the creation of a program with funds to support new inventions, discoveries, and improvements.

—Efforts to improve the means and the strength of the government. Our navy should be completed with additional ships.

—Arrangements for confirming and enlarging the legal powers of the government. There are several laws that authorize the use of the militia to suppress insurrections. These laws ought to be permanent.

—A constitutional amendment for empowering Congress to open canals where they may be necessary to go through the territory of two or more states.

—Laws for limiting and punishing seditious practices. Doing so would uphold confidence in federal government officials by protecting their reputations from unfounded slanders.

Source 4**Results of Presidential Elections**

This table shows the percentages of electoral votes received by each party in the presidential elections of 1796, 1800, and 1804.

Party	1796	1800	1804
Federalist	51% Adams	47% Adams	8% Pinckney
Democratic- Republican	49% Jefferson	53% Jefferson	92% Jefferson

1. Use your **social studies knowledge and Source 1** to answer the questions.

Part A

Which phrase **best** explains why Hamilton argued in favor of a national bank?

- A. to encourage states to contribute to the federal government
- B. to help the federal government with its financial matters
- C. to increase state authority over the federal government
- D. to prevent the federal government from overspending

Part B

Which statement **best** explains how Hamilton's bank plan contributed to the formation of political parties?

- A. It prompted the federal government to stop repaying its loans.
- B. It placed more emphasis on foreign trade than on developing businesses at home.
- C. It required states to accept additional responsibilities.
- D. It challenged the balance of power between the states and the federal government.

1-7243

2. Use your **social studies knowledge and Source 2** to answer the question.

Which statement **best** describes Jefferson's observation of the new government in the United States in Source 2?

- A. Political factions were forming as a result of disagreement on the first president.
- B. Members of Congress were united on issues of diplomacy with foreign countries.
- C. Political factions were forming as a result of different opinions on national power.
- D. Members of Congress were united on the idea that the nation should have a king.

1-7492

3. Use your **social studies knowledge and Source 1** to answer the question.

Why did George Washington **most likely** warn against political parties in his Farewell Address?

- A. He believed that political parties would reduce voter interest in elections.
- B. He believed that political parties would nominate unqualified candidates.
- C. He believed that political parties would encourage corruption.
- D. He believed that political parties would divide the nation.

1-7242

4. Use your **social studies knowledge and Source 3** to answer the questions.

Part A

Which statement **most closely** relates to the ideas about government expressed by Hamilton in Source 3?

- A. The state governments should increase their trade networks.
- B. The state governments should manage production for the military.
- C. The federal government should expand its role in domestic affairs.
- D. The federal government should maintain many foreign alliances.

Part B

Which evidence from Source 3 **best** supports the answer to Part A?

- A. “extend the influence and promote the popularity of the government”
- B. “Our navy should be completed with additional ships.”
- C. “There are several laws that authorize the use of the militia”
- D. “open canals where they may be necessary”

1-7245

5. Use your **social studies knowledge, Source 1, and Source 4** to answer the question.

Which issues did many voters in the 1800 presidential election **most likely** support, given the election outcome?

Select the **two** correct answers.

- A. replacing the republic with a monarchy
- B. ending the Alien and Sedition Acts
- C. going to war to acquire additional territory
- D. rejecting the Louisiana Purchase
- E. avoiding conflict with European nations

1-7244

6. Use your **social studies knowledge and the sources** to answer the question.

Write in the chart **four** correct phrases for the Federalist Party and **four** correct phrases for the Democratic-Republican Party to compare the views of each party.

Federalists	Democratic-Republicans

Views of the Federalists and Democratic-Republicans:

supported a strong federal government and executive

supported strong state governments

supported protective tariffs

supported domestic manufacturing

supported agricultural interests

supported Great Britain

supported low tariffs

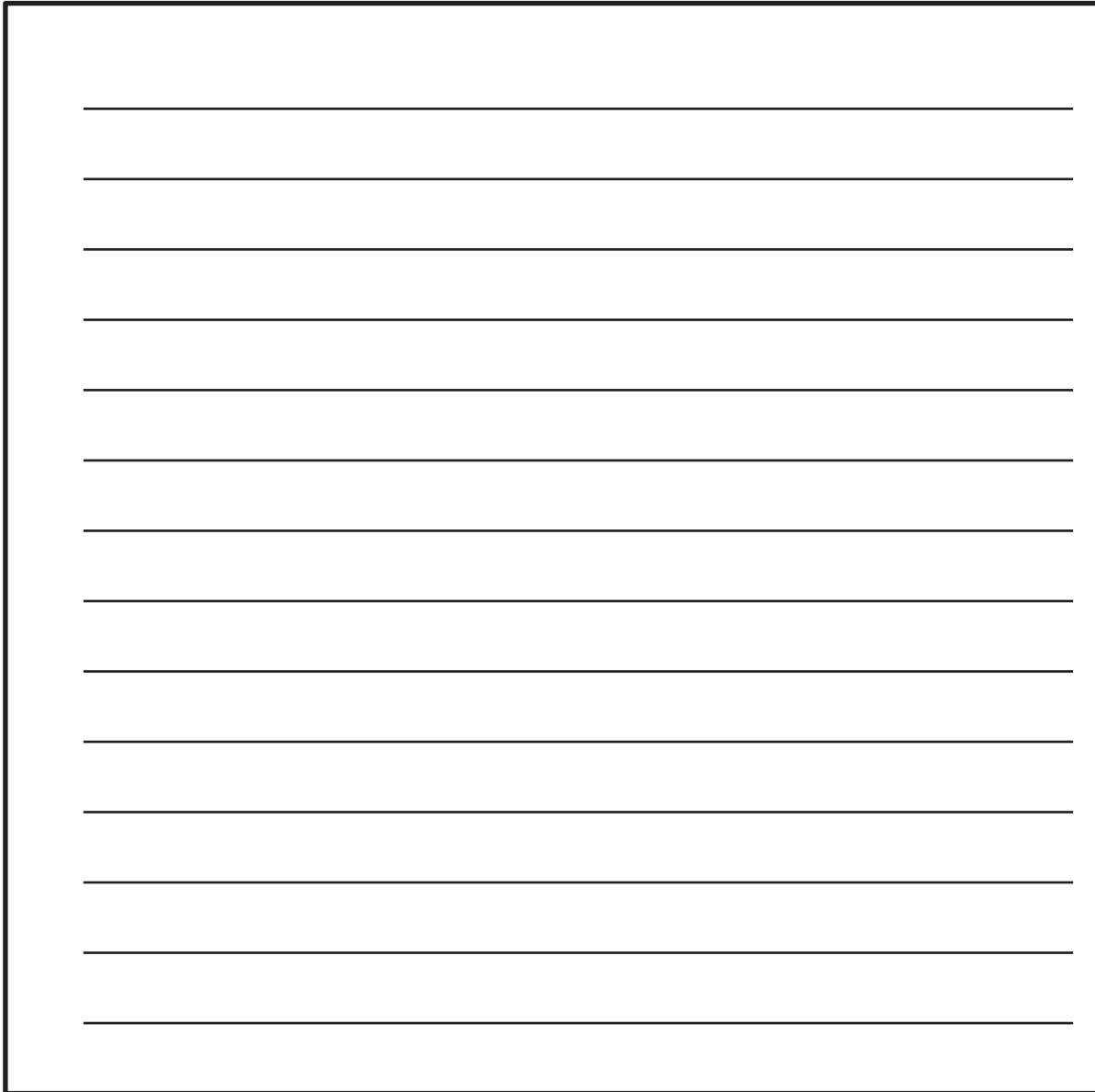
supported France

1-7247

6. Use your **social studies knowledge and the sources** to answer the question.

Identify **one** issue that the Federalist Party and Democratic-Republican Party disagreed on, **and** explain why **each** party had their viewpoint on **that** issue.

As you write, be sure to fully answer all parts of the prompt using information and examples from your knowledge of social studies.





Grade 7
Classroom Assessment
Standalone Items

Use your **social studies knowledge** to answer the question.

Select the **best** answer from each list to complete the sentences about the causes and effects of the Indian Removal Act.

In 1830, President Andrew Jackson signed the Indian Removal Act into law.

Its passage was motivated by a desire for .

- cooperation and trade
- land and resources
- peace and diplomacy
- tariffs and taxes

The act led to the first major of Native Americans by

- financial assistance
- forced relocation
- legal recognition
- ratified treaty

the U.S. federal government.

3-7285

Use your **social studies knowledge and the excerpt** to answer the questions.

Adapted from *Worcester v. Georgia* (1832)

The treaties and laws of the United States consider the Indian territory as completely separated from that of the states. They provide that all diplomacy with the Indians shall be conducted exclusively by the Government of the Union. . . .

The Cherokee nation is a distinct community, occupying its own territory, in which the laws of Georgia can have no force. The citizens of Georgia have no right to enter but with the approval of the Cherokee themselves or as allowed by treaties and acts of Congress. The whole interaction between the United States and this nation is, by our Constitution and laws, vested in the government of the United States.

Part A

Which statement **best** describes the Supreme Court ruling in *Worcester v. Georgia*?

- A. The Supreme Court has no power to decide cases about Native American land.
- B. The federal government was responsible for controlling Native American land.
- C. States lacked the authority to make regulations on Native American land.
- D. President Jackson could issue orders that include Native Americans.

Part B

Which statement describes President Jackson's response to the ruling?

- A. He gave to Native Americans citizenship, giving them full control over their lands.
- B. He refused to enforce the ruling, undermining the system of checks and balances.
- C. He ordered the federal government to pay Native Americans for their lands.
- D. He requested a constitutional amendment to give him more power to make decisions.

Use your **social studies knowledge and the excerpt** to answer the questions.

Adapted from “The Necessity of Education” (1839)

by Horace Mann

I hardly need to say that by the word “Education,” I mean much more than an ability to read, write, and do arithmetic. I also mean to include a cultivation of intellect that shall enable us to understand those permanent and mighty laws that involve all parts of the universe. . . . We live in a republic. Under our political system, the proper training of the next generation is the highest duty.

Part A

Which argument about the goal of education in the United States does Horace Mann express in the excerpt?

- A. Education must focus on teaching morals.
- B. Education can create better citizens.
- C. Education must prepare workers for jobs.
- D. Education can improve checks and balances.

Part B

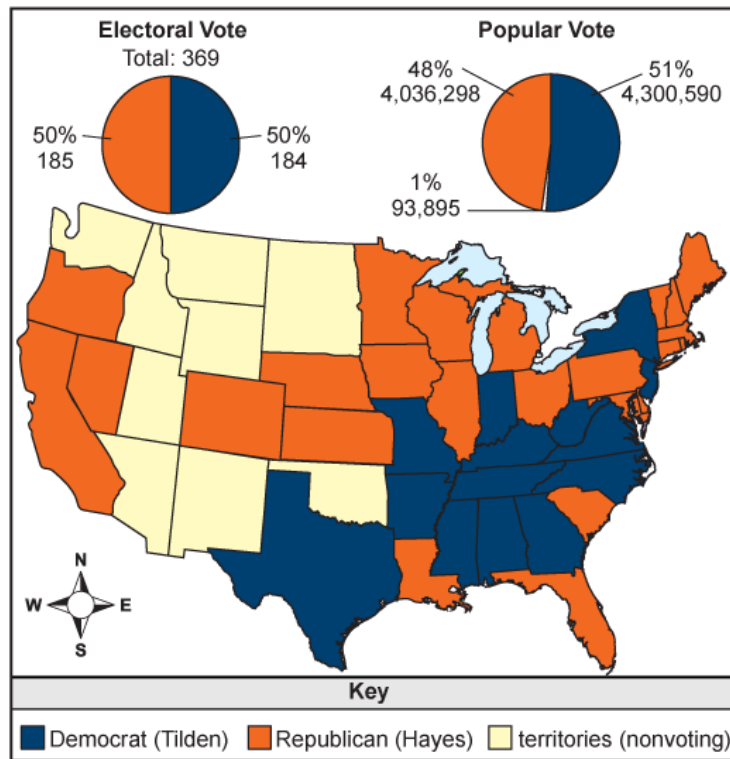
Which quotation from the excerpt **best** supports the answer to Part A?

- A. “I mean much more than an ability to read”
- B. “to include a cultivation of intellect”
- C. “to understand those permanent and mighty laws”
- D. “We live in a republic.”

4-7283

Use your **social studies knowledge and the map** to answer the question.

Results of the Election of 1876



Which statements **best** describe consequences of the election of 1876?

Select the **two** correct answers.

- A. It led to the creation of an Electoral Commission to decide the disputed election.
- B. It led to an agreement to replace the sharecropping system in the South.
- C. It led to ratification of the Fifteenth Amendment by the required number of states.
- D. It led to a compromise to end military occupation of former Confederate states.
- E. It led to passage of a law giving Native Americans voting rights in federal elections.

6-7287



Grade 7

Classroom Assessment Task

Read and study the sources about the challenges of the federal government in the early republic during the late 1700s and early 1800s. Use your social studies knowledge and the sources to answer the questions. As you study the sources and answer the questions, get ready to write about how the challenges of the government in the early republic affected the development of the United States.

Source 1

Events Related to the Early Republic



Source 2

Adapted from the Proclamation of Neutrality (1793)

by George Washington

This excerpt is from a proclamation issued by President George Washington. It describes the policy of the United States in response to the war in Europe.

It appears that a state of war exists in Europe. Austria, Prussia, Sardinia, Great Britain, and the United Netherlands are on one side. France is on the other. The interest of the United States requires that we should be friendly and impartial toward the warring powers.

I have therefore thought fit to declare the position of the United States to observe the people's conduct towards those powers. I urge and warn the citizens of the United States carefully to avoid all acts that may violate our position.

I also make it known that citizens of the United States shall be subject to punishment or penalties under the law, by encouraging hostilities against any of the said powers. Citizens of the United States may also be punished for carrying any smuggled articles to the said powers.

Source 3**Adapted from a Letter to Lafayette (1815)**

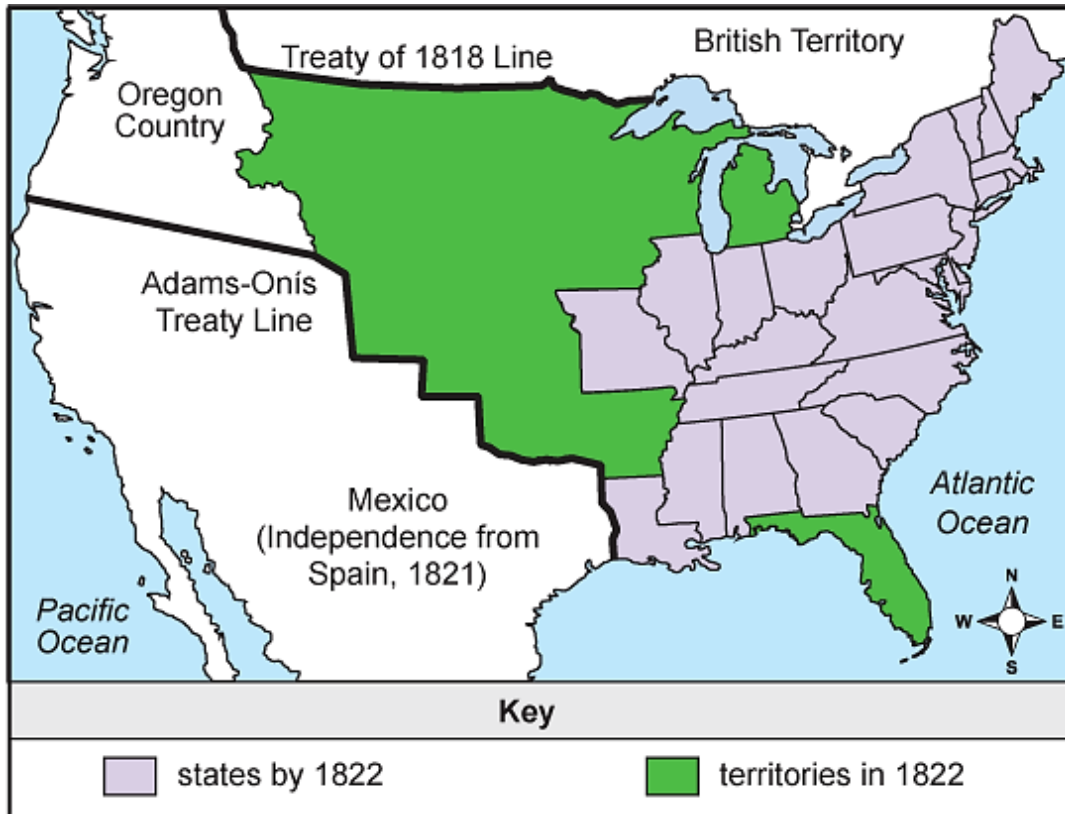
by Thomas Jefferson

In this excerpt from a letter written by Jefferson after he left government, he discusses the recent signing of the Treaty of Ghent, which ended the War of 1812.

Today I received news of our peace. I am glad of it. And especially glad that we ended the war with the action at New Orleans. But I consider the peace as a cease-fire only, because no security is provided against the impressment of our sailors. With this unsettled, we are in hostility of mind with England, although actual deeds of warfare may be suspended by a truce. The first act of impressment she commits on an American will be answered by retaliation, or by declaration of war here. The meantime must be a state of preparation for it. In this time, we have much to do in further strengthening our seaport towns, providing military supplies, preparing and training our militia, and arranging our financial system. And above all pushing our domestic manufactures, which have become so important that they never again can be shaken.

Source 4

The United States by 1822



Source 5**Adapted from the Monroe Doctrine (1823)**

The American continents are not to be considered as subjects for future colonization by any European powers. We would consider any attempt by European powers to expand to any portion of the western hemisphere as dangerous to our peace and safety. We view any attempt by any European power to interfere with the purpose of controlling independent governments as unfriendly toward the United States.

Our policy in regard to Europe is not to interfere in the internal concerns of any of its powers. Our policy is to develop friendly relations with it and to preserve those relations.

It is still the true policy of the United States to leave other countries to themselves. We hope that other powers will follow the same policy.

1. Use your **social studies knowledge, Source 1, and Source 2** to answer the questions.

Part A

Why did President Washington issue the Proclamation of Neutrality in 1793?

- A. to avoid U.S. involvement in the war in Europe
- B. to encourage U.S. settlement in North America
- C. to enforce the U.S. Constitution
- D. to protect U.S. independence

Part B

Which statement **best** describes an effect of the Proclamation of Neutrality?

- A. It protected the rights and freedoms of U.S. citizens.
- B. It improved U.S. relations with France and Great Britain.
- C. It showed U.S. support for colonies in Latin America.
- D. It increased tensions between the U.S. political parties.

T-7250

2. Use your **social studies knowledge, Source 1, and Source 4** to answer the question.

Which statements **best** explain causes of territorial growth of the United States during the early republic?

Select the **two** correct answers.

- A. The United States made agreements with European countries to gain territory.
- B. The United States purchased territory from Mexico.
- C. The United States took control of Native American territory.
- D. The United States conquered territory that was claimed by Spain and France.
- E. The United States made an alliance with Britain in exchange for territory.

T-7252

3. Use your **social studies knowledge, Source 1, and Source 4** to answer the question.

Which statements **best** explain how the Louisiana Purchase affected the United States?

Select the **two** correct answers.

- A. It increased U.S. trade with countries in Asia.
- B. It provided direct access to the Pacific Ocean.
- C. It established U.S. control of the Mississippi River.
- D. It led to westward expansion of the United States.
- E. It created unity among the people of North America.
- F. It started a war between the United States and France.

T-7249

4. Use your **social studies knowledge and Source 3** to answer the question.

Which statement **best** describes Thomas Jefferson's view expressed in Source 3 about the outcome of the War of 1812?

- A. The United States needed to abandon parts of the Northwest Territory.
- B. The United States needed to improve its national defenses in case of war.
- C. The United States needed to return some tribal lands to Native Americans.
- D. The United States needed to establish permanent alliances with other countries.

T-7251

5. Use your **social studies knowledge and Source 5** to answer the question.

Which phrase **best** describes a purpose of the Monroe Doctrine?

- A. to show opposition to European colonization in the Western Hemisphere
- B. to justify military action against Barbary pirates sailing near the United States
- C. to show support for Spanish colonization of Mexico
- D. to encourage European states to join the Union

T-7248

6. Use your **social studies knowledge and the sources** to answer the question.

Analyze how the challenges of the early republic influenced the development of the United States from the 1790s to the 1820s.

As you write, be sure to do the following:

- Provide a claim that answers all parts of the prompt.
- Support your claim with information and examples from your knowledge of social studies **and** evidence from the sources.
- Provide explanations and reasoning that show how your knowledge and evidence support your claim.

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Group Name	Alignment	Unit of Study	Skills and Practices Group	Item Type	Pts	Keys and Scoring Guidance	Item Number and ID
First Party System	7.8e	1	Making Connections	TPI	2	Part A Key: B Part B Key: D See Scoring Guidance .	1. 1-7243
	7.8e (6-8SP1b)	1	Examining Sources	MC	1	Key: C	2. 1-7492
	7.8b	1	Making Connections	MC	1	Key: D	3. 1-7242
	7.8e (7.6a-b)	1	Examining Sources	TPD	2	Part A Key: C Part B Key: A See Scoring Guidance .	4. 1-7245
	7.8d	1	Making Connections	MS	1	Key: B, E	5. 1-7244

Group Name	Alignment	Unit of Study	Skills and Practices Group	Item Type	Pts	Keys and Scoring Guidance	Item Number and ID										
First Party System	7.8e	1	Making Connections	TE	3	<p>Key</p> <table border="1"> <thead> <tr> <th>Federalists</th> <th>Democratic-Republicans</th> </tr> </thead> <tbody> <tr> <td>supported a strong federal government and executive</td> <td>supported strong state governments</td> </tr> <tr> <td>supported protective tariffs</td> <td>supported low tariffs</td> </tr> <tr> <td>supported domestic manufacturing</td> <td>supported agricultural interests</td> </tr> <tr> <td>supported Great Britain</td> <td>supported France</td> </tr> </tbody> </table> <p>Scoring Rules</p> <ul style="list-style-type: none"> • Full (3 pts): 8 of 8 correct responses • Partial (2 pts): 6 or 7 of 8 correct responses • Partial (1 pt): 4 or 5 of 4 correct responses • None (0 pts): 0–3 of 8 correct responses 	Federalists	Democratic-Republicans	supported a strong federal government and executive	supported strong state governments	supported protective tariffs	supported low tariffs	supported domestic manufacturing	supported agricultural interests	supported Great Britain	supported France	6. 1-7247
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supported domestic manufacturing	supported agricultural interests																
supported Great Britain	supported France																
7.8e	1	Making Connections	CR	3	See rubric .	6. 1-7494											

Group Name	Alignment	Unit of Study	Skills and Practices Group	Item Type	Pts	Keys and Scoring Guidance	Item ID
Standalone Items	7.10e	3	Making Connections	TE	2	Key 1: land and resources Key 2: forced relocation Scoring Rules <ul style="list-style-type: none"> • Full (2 pts): 2 of 2 correct answers selected • Partial (1 pt): 1 of 2 correct answers selected • None (0 pts): 0 of 2 correct answers selected 	3-7285
Standalone Items	7.10c	3	Establishing Context	TPI	2	Part A Key: C Part B Key: B See Scoring Guidance .	3-7284
Standalone Items	7.11b (7.6b)	4	Examining Sources	TPD	2	Part A Key: B Part B Key: C See Scoring Guidance .	4-7283
Standalone Items	7.14g	6	Making Connections	MS	1	Key: A, D	6-7287

Group Name	Alignment	Unit(s) of Study	Skills and Practices Group	Item Type	Pts	Keys and Scoring Guidance	Item Number and ID
Challenges of the Federal Government in the Early Republic	7.8g	1	Making Connections	TPI	2	Part A Key: A Part B Key: D See Scoring Guidance .	1. T-7250
	7.10	1, 2	Making Connections	MS	1	Key: A, C	2. T-7252
	7.8h	2	Making Connections	MS	1	Key: C, D	3. T-7249
	7.9b (6-8SP1b)	2	Examining Sources	MC	1	Key: B	4. T-7251
	7.10b	2	Establishing Context	MC	1	Key: A	5. T-7248
	7.8g (7.7c)	1, 2	Making Connections	ER	8	See rubric .	6. T-7253

Scoring Guidance

Item Type	Scoring Rules
Two-Part Independent (TPI)	<ul style="list-style-type: none">• Full credit (2 pts): Both Part A and Part B have correct answers• Partial credit (1 pt): Either Part A or Part B have correct answers• No credit (0 pts): Neither Part A nor Part B have correct answers
Two-Part Dependent (TPD)	<ul style="list-style-type: none">• Full credit (2 pts): Both Part A and Part B have correct answers• Partial credit (1 pt): Part A has a correct answer, but Part B has an incorrect answer• No credit (0 pts): Part A has an incorrect answer, and Part B has a correct answer OR neither Part A nor Part B has a correct answer

Constructed-Response Rubric for Item 1-7494

Score Point	Description
3	<p>To earn a score of 3, the response must fully answer all parts of the prompt. The student's response provides an accurate and complete answer to the prompt using information from their social studies content knowledge beyond what the sources provide. The answer may include a few errors that do not detract from the overall response.</p> <p>Prompt-Specific: The student's response correctly identifies one issue that the Federalist Party and Democratic-Republican Party disagreed on, and the response fully and correctly explains why each party had their viewpoint on that issue.</p>
2	<p>To earn a score of 2, the response may fully answer part of the prompt or partially answer all parts of the prompt. The student's response provides a mostly accurate but partially complete answer to the prompt using information from their social studies content knowledge beyond what the sources provide. The answer may include errors.</p> <p>Prompt-Specific: The student's response correctly identifies one issue that the Federalist Party and Democratic-Republican Party disagreed on, and the response correctly explains why one party had their viewpoint on that issue.</p>
1	<p>To earn a score of 1, the response minimally answers at least one part of the prompt. The student's response provides a minimally accurate and/or minimally complete answer to the prompt using information from their social studies content knowledge beyond what the sources provide. The answer may include several errors that detract from the overall response.</p> <p>Prompt-Specific: The student's response correctly identifies one issue that the Federalist Party and Democratic-Republican Party disagreed on.</p>
0	<p>The student's response does not meet any criteria for a score of 1, The response is incorrect, too brief, or too unclear to evaluate.</p>

Note: Responses are not penalized for any errors in spelling, punctuation, grammar, or capitalization.

Draft Extended-Response Rubric

DRAFT LEAP Social Studies Rubric for Extended-Response (ER) Items in Grades 6–8 and Civics					
Dimension*	3	2	1	0	Scoring Guidance
	The student’s response:	The student’s response:	The student’s response:	The student’s response:	
Claim		Fully addresses the prompt with a claim that is accurate and clear for the grade/course	Addresses at least part of the prompt with a claim that may contain inaccuracies and/or may be vague	Does not present an identifiable claim that addresses the prompt OR is too brief or unclear to evaluate	To earn points for this dimension, the response must present a claim that addresses the prompt. The claim is the argument, answer, or main point(s). Students may restate the prompt as part of their claim, but restatement of the prompt alone is not a claim. Clear claims should be easy to identify and understand.
Information and Evidence	Uses accurate and relevant information from social studies content knowledge and relevant evidence from the sources that fully and effectively support the claim	Uses some accurate and relevant information from social studies content knowledge and some relevant evidence from the sources that are sufficient to support the claim	Addresses the prompt with at least one piece of accurate and relevant information from social studies content knowledge and/or at least one piece of relevant evidence from the sources, showing an accurate understanding in the student’s own words	Does not present accurate or relevant information from social studies knowledge or relevant evidence from the sources that addresses the prompt in the student’s own words OR is too brief or unclear to evaluate	To earn points for this dimension, the response must include accurate information from social studies content knowledge beyond what the sources provide and/or relevant evidence from one or more sources with accurate understanding in the student’s own words. Information and evidence should provide support for the claim or address the prompt. Responses should show understanding of the evidence and/or how it provides support for the claim and not simply list the source(s).
Analysis and Reasoning	Shows a strong understanding of social studies content by providing accurate analysis and clear reasoning to effectively develop the claim	Shows a general understanding of social studies content by providing analysis and reasoning to develop the claim that is generally accurate but may be uneven	Shows a limited understanding of social studies content by providing analysis and reasoning to develop the claim that is minimally accurate and may be vague or incomplete	Does not provide accurate analysis or reasoning that is relevant to develop the claim OR is too brief or unclear to evaluate	To earn points for this dimension, the response must demonstrate an understanding of social studies content by providing accurate analysis and reasoning to develop the claim. The response should make relevant connections among the claim, information, evidence, and ideas presented in a clear and cohesive way.
*Each dimension is scored individually: Claims: 0–2, Information and Evidence: 0–3, and Analysis and Reasoning: 0–3, totaling 0–8 points.					Due to the nature of timed, on-demand writing, responses at each score point may contain mistakes. Minimal to a few errors that do not detract from the overall response are acceptable at the higher score points, whereas several errors that do detract from the overall response may be present at the lowest score point.

Scoring Activity

The scoring activity is recommended for use by educators to develop scoring materials. This activity, when done with a group of teachers who teach the same grade level/course, can be invaluable. By analyzing the rubrics, choosing papers at each score point, and discussing the scoring of student papers collaboratively, teachers not only gain a better understanding of expectations for student writing, but they also discover strengths and weaknesses and how they might be addressed within their own classroom or within their schools or school systems.

This activity can be used with students as well. By having students work through the scoring process, they learn about what is expected, and they see the rubric in action as they score and discuss different responses.

School and school system leaders are also encouraged to incorporate the scoring activity into their professional development and/or to set aside time for teachers to engage in the kind of discussions about student work that are at the heart of the scoring activity.

Purpose: To establish common expectations for student writing in social studies

Outcomes:

- Learn to use the rubric and identify qualities of writing that meet the standards for social studies
- Reveal grade/course-specific expectations
- Learn about and discuss different approaches that can improve teaching and learning

Process:

1. Have students respond in writing to a common prompt. Suggested items:
 - a. Constructed-response items from the [classroom assessment materials](#)
 - b. Written- or extended-response items from the [classroom assessment materials](#)
 - c. Constructed-, written-, and/or extended-response items available in instructional materials or created at the school or school system level
2. Collect students' responses to the common prompt.

3. Work collaboratively to understand the rubric.
 - a. Review the scoring criteria on the chosen rubric. Read each part carefully. Highlight key words on the rubric that show the expectations and differences between each score point.
 - b. Create or gather anchor papers for each score point. These are papers that all participants agree represent a solid score (e.g., 2 points in Claims). Annotate the papers to identify which qualities match the rubric. They will serve as models of each score point on the rubric.
4. Score student responses collaboratively.
 - a. Individually score the responses using the rubric and anchor set.
 - b. Then come together as a group. Read each response aloud and, as a group, discuss the individual scores using the rubric and the anchor papers.
 - c. Try to reach consensus on the scores for each response. Discuss any scores that are not consistent.
5. After the responses are scored, discuss the responses in general—strengths, weaknesses, different approaches to the prompt, etc. Determine any patterns that exist in the responses overall (e.g., ability to make claims, use of content knowledge, relevance of evidence from sources, development of claims, ability to make connections). Individual teachers should also consider their own students' papers to determine any patterns.
6. Finally, discuss the instructional implications: "How will we address the general weaknesses?" "How will I address my own students' weaknesses, etc.?" Develop a plan.