

State of Texas  
Assessments of  
Academic Readiness  
— Alternate 2 —

### Question 1

Grade	EOC	Subject	US History	Question	1
Reporting Category 3		Government and Citizenship: The student will demonstrate an understanding of the role of government and the civic process in U.S. history.			
Knowledge and Skill Statement USH 21		The student understands the impact of constitutional issues on American society.			
Essence Statement		Recognizes the impact of constitutional issues on American society.			
Prerequisite Skill		identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights (3)			

### Question 2

Grade	EOC	Subject	US History	Question	2
Reporting Category 3		Government and Citizenship: The student will demonstrate an understanding of the role of government and the civic process in U.S. history.			
Knowledge and Skill Statement USH 21		The student understands the impact of constitutional issues on American society.			
Essence Statement		Recognizes the impact of constitutional issues on American society.			
Prerequisite Skill		identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights (3)			

### Question 3

Grade	EOC	Subject	US History	Question	3
Reporting Category 3		Government and Citizenship: The student will demonstrate an			

### Question 4

Grade	EOC	Subject	US History	Question	4
Reporting Category 3		Government and Citizenship: The student will demonstrate an understanding of the role of government and the civic process in U.S. history.			
Knowledge and Skill Statement USH 21		The student understands the impact of constitutional issues on American society.			
Essence Statement		Recognizes the impact of constitutional issues on American society.			
Prerequisite Skill		explain the reasons for the creation of the Bill of Rights and its importance (5)			



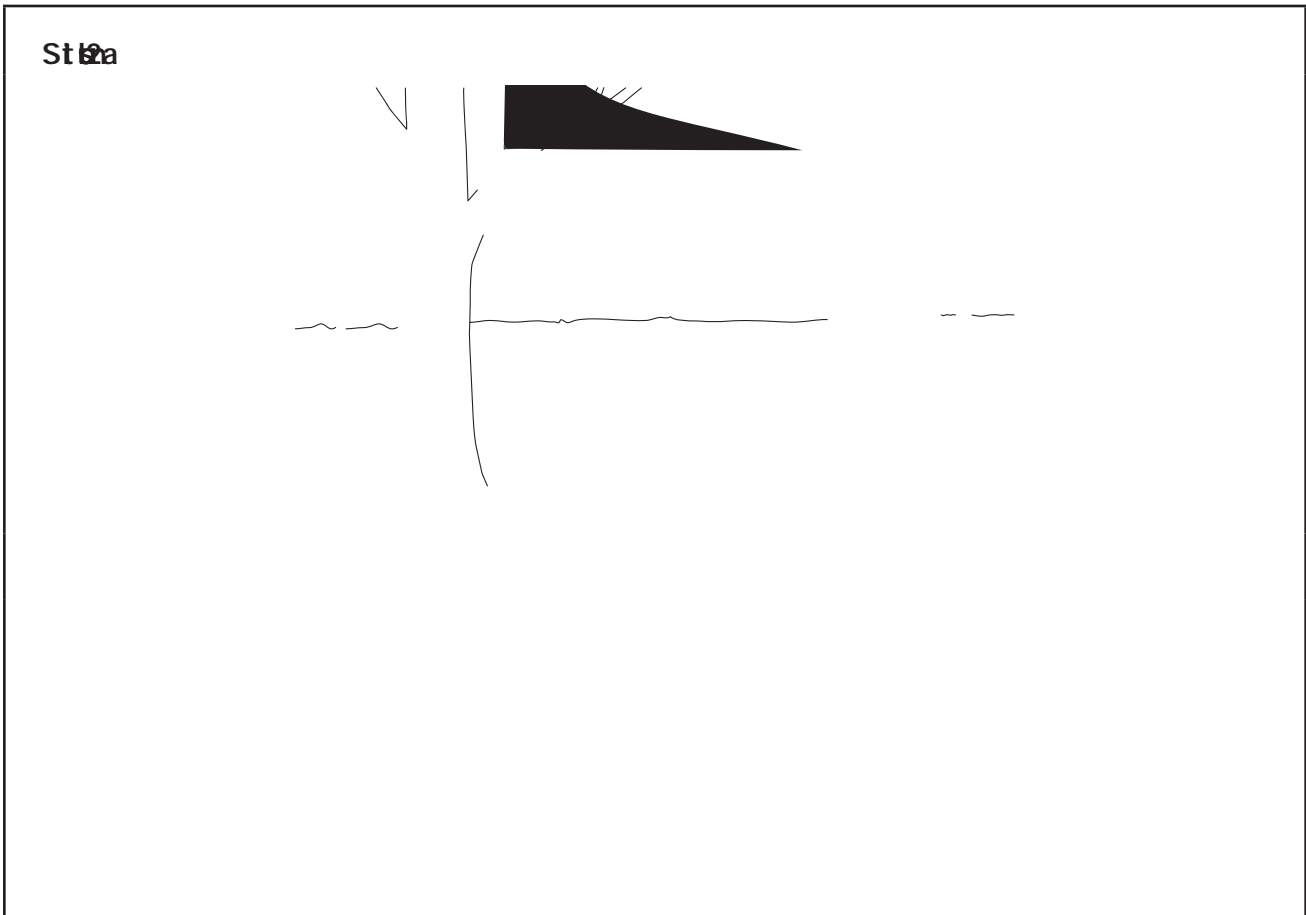
## Presentation Instructions for Question 2

Present Stimulus 2a and 2b.

Direct the student to Stimulus 2a. Communicate: ~~Taj hi se ci sgr i je d d o~~  
~~pe ch e ca s a d e b i t e s t o w~~

Direct the student to each answer choice in Stimulus 2b.

Communicate: ~~F i d a p e c i s b i r j e e d r p e c h o n~~  
~~t a p i n~~



## Scoring Instructions

Student Action	Teacher Action
If the student finds the people holding the “No More Taxes” sign in Stimulus 2b,	mark <b>A</b> for question 2 and move to question 3.
If the student does not find the people holding the “No More Taxes” sign in Stimulus 2b,	<ul style="list-style-type: none"> <li>• model the desired student action by finding the people holding the “No More Taxes” sign in Stimulus 2b and communicate <b>The people are exhibiting the</b></li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds the people holding the “No More Taxes” sign in Stimulus 2b,	mark <b>B</b> for question 2 and move to question 3.
After teacher modeling, if the student does not find the people holding the “No More Taxes” sign in Stimulus 2b,	mark <b>C</b> for question 2 and move to question 3.

## Presentation Instructions for Question 3

Present Stimulus 3.

Direct the student to Stimulus 3.





