**Question 1**

**8 POINT RUBRIC**

a. (4 points) 1 point for each of two identifications, 1 point for each of two explanations  
b. (4 points) 1 point for each of two identifications, 1 point for each of two explanations

<table>
<thead>
<tr>
<th>Accepted Factors include:</th>
<th>Part A: decrease</th>
<th>Part B: increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presidential scandals</td>
<td>yes</td>
<td>generally no; ok if accurate elaboration (e.g., public reaction to Congressional handling of Clinton scandal)</td>
</tr>
<tr>
<td>Expectations gap</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>Spin/administrative use of media</td>
<td>NO (ineffective coverage just allows other factors to increase in importance)</td>
<td>yes</td>
</tr>
<tr>
<td>Economic conditions</td>
<td>if bad</td>
<td>if good</td>
</tr>
<tr>
<td>Foreign policy problems/crisis and war (May double-dip with policy and war if very distinct types e.g., 1. Iraq war and 2. hostage crisis)</td>
<td>only if goes badly over prolonged time (waning rally effect)</td>
<td>yes – rally around flag, foreign policy success</td>
</tr>
<tr>
<td>Reelection (campaign effect)</td>
<td>no</td>
<td>yes</td>
</tr>
<tr>
<td>Decline of popularity over term [“time” minimally acceptable for ID]</td>
<td>yes</td>
<td>no</td>
</tr>
</tbody>
</table>

Notes:

Explanation must include *how or why* the factor causes change in approval ratings.

Score of zero (0) for attempted answer that earns no points  
Score of dash (—) for blank or off-task answer
6 POINT RUBRIC

Question 2

Part a. (2 points) 1 point for each of two identifications of a form of political participation other than voting.

Two different forms of political participation must be stated for two points.

Part b. (4 points) 2 points for each explanation of a form of political participation other than voting that was identified in part a.

Each explanation must be linked to the specific form of political participation identified in part a.

<table>
<thead>
<tr>
<th>PART A: Accepted examples of political participation other than voting include:</th>
<th>PART B: Accepted examples of advantages for each identified form of political participation include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Litigation</td>
<td>Numerical majority unnecessary; appeal to principle/law as opposed to opinion</td>
</tr>
<tr>
<td>Protest</td>
<td>Bring public attention; sympathy; low cost; immediate response; expression of alienation</td>
</tr>
<tr>
<td>Contacting (e.g., media, public officials)</td>
<td>Direct access to leaders; magnify representation; specify policy area in expression</td>
</tr>
<tr>
<td>Campaign work/voter registration</td>
<td>Contact with potential officials; multiply individual interest; training ground</td>
</tr>
<tr>
<td>Campaign contributions</td>
<td>Access; multiply force of individual preference</td>
</tr>
<tr>
<td>Running for political office / holding political office</td>
<td>Direct influence on political decision-making; set policy agenda</td>
</tr>
<tr>
<td>Political discussion to persuade others toward action</td>
<td>Bring others attention to issues</td>
</tr>
<tr>
<td>Membership in an overtly political organization</td>
<td>Solidarity with others of like interests; magnifying effect (specific, obviously political or explained as political)</td>
</tr>
</tbody>
</table>

Note:  Score of zero (0) for attempted answer that earns no points
Score of dash (—) for blank or off-task answer
5 POINT RUBRIC

Part A: 1 point for two trends

Acceptable trends include:

- Federal level stays constant
- State/local indicates general increase
- Widening gap between the two lines
- State and local decline after 1990
- Federal level dropped until 1947

Notes:

- Identified trend must span more than one data point.
- Trends may be identified anywhere in the essay.

Part B: (4 points) 2 points for each of two explanations

Block grants:

First point:
States able to get more resources from the federal government (shift of resources)

OR
Explicit definition of block grants

Second point: Must earn point 1 to get point 2
Must connect to differences in hiring.

Federal mandates:

First point: Must include understanding of compulsion
Shift of responsibility to states

OR
Federal government requiring states to do more

OR
State levels higher and Fed lower because Feds achieved policy goals through mandates

OR
Explicit definition of federal mandates

Second point: Must earn point 1 to get point 2
Must connect to differences in hiring.

Note: Score of zero (0) for attempted answer that earns no points
Score of dash (—) for blank or off-task answer
Question 4

8 POINT RUBRIC

a. (4 points) 1 point for each of two definitions, 1 point for each of two explanations
b. (4 points) 1 point for each of two identifications, 1 point for each of two explanations

Part a:
Committees: Explanations must go beyond merely linking to definition. All explanations must be clearly in context of defined element to get credit.

- Specialization [members of Congress develop policy expertise] – development of expertise; independence from executive branch; more attention paid to legislation; division of labor; better legislation accepted only if fully explain HOW.
- Reciprocity/logrolling [vote trading/exchanges, bargaining] – speeds process, government more expansive (do more). Explanations related to electoral success NOT accepted. More pork barrel ok only if clearly in context of reciprocity.
- Party representation on committees [representation is reflective of the chamber as a whole] – party pushes own agenda, determines leadership on committees.

Part b:
Party leadership:
Acceptable identifications may include:
- Assignment of members to committees
- Assignment of committee chairs
- Scheduling
- Agenda-setting (rules committee)
- Party discipline
- Leadership use of media
- Recognition on floor
- Leadership control of electoral support

Explanation must specifically indicate HOW the party leadership influences the legislative process.

Note: Score of zero (0) for attempted answer that earns no points
Score of dash (—) for blank or off-task answer