



Civics End-of-Course Assessment Achievement Level Descriptions

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Civics EOC Assessment Reporting Category — Origins and Purposes of Law and Government

Students performing at the mastery level of this reporting category will be able to identify sources and types of law and how the rule of law influenced American legal, political, and governmental systems; recognize the historical perspective upon which the Founders built the Constitutional framework; describe how conflicts with Great Britain during the colonial period gave rise to the Declaration of Independence with its concept of natural law and natural rights as well as limited government; explain why the Articles of Confederation ultimately failed; describe how the corrective measures from that failure were embodied in the U.S. Constitution and reinforced by limiting the powers of government through checks and balances and separation of powers; and describe how the ratification debate centered around the ideas of Federalism vs. Anti-Federalism.

Achievement Level	Achievement Level Descriptions
<p align="center">Level 5</p>	<p>Students will consistently be able to</p> <ul style="list-style-type: none"> • assess the degree of impact the ideas and principles of government that originated in ancient Greece and ancient Rome have on America’s constitutional republic; • assess the degree of impact the Judeo-Christian ideas of justice, individual worth, personal responsibility, and rule of law have on America’s constitutional republic; • evaluate the degree of impact the principles present in America’s founding documents have on the American system of law and government (e.g., due process of law, equality of mankind, limited government, natural rights, rule of law, religious liberty); • assess the impact that religious liberty has as a protected right in the American system of law and government; • evaluate the development of the American system of government through an understanding of the Magna Carta, the English Bill of Rights, the Mayflower Compact, and Thomas Paine’s <i>Common Sense</i>; • evaluate the influence of Enlightenment thinkers on the development of the founding documents of the United States; • analyze the causal relationships between British policies and colonial grievances in the development of the Declaration of Independence; • assess the relationship between natural rights and the role of government as outlined in the Declaration of Independence; • evaluate the connection between the specific grievances asserted in the Declaration of Independence and natural rights violations; • analyze the specific strengths and weaknesses of the government under the Articles of Confederation, how the weaknesses led to the writing of the Constitution, and how the Constitution remedied those weaknesses; • apply the goals listed within the Preamble to the United States Constitution to the role and actions of government; • evaluate the effectiveness of separation of powers and checks and balances as limits upon the powers of government; • analyze examples of checks and balances in government functions; • assess the influence the U.S. Constitution has had on the development of other governments;

	<ul style="list-style-type: none"> • analyze the Federalists’ and Anti-Federalists’ arguments regarding the ratification of the Constitution and analyze their positions on the need for a bill of rights; • assess the impact of the rule of law on American political and governmental institutions; and • distinguish sources and types of law.
<p>Level 4</p>	<p>Students will usually be able to</p> <ul style="list-style-type: none"> • compare and contrast the ideas and principles of government that originated in ancient Greece and ancient Rome with those of the United States; • analyze how the Judeo-Christian ideas of justice, individual worth, personal responsibility, and rule of law influence America’s constitutional republic; • summarize how the principles present in America’s founding documents influence the American system of law and government (e.g., due process of law, equality of mankind, limited government, natural rights, rule of law, religious liberty); • analyze how the protection of religious liberty impacts the American system of law and government; • summarize the development of the American system of government through an understanding of the Magna Carta, the English Bill of Rights, the Mayflower Compact, and Thomas Paine’s <i>Common Sense</i>; • analyze the new concepts that came out of the Enlightenment and how they affected the development of the United States during the writing of the founding documents; • compare the dichotomy of thinking between British policies and colonists’ perceptions regarding British abuse of power in violation of their basic rights; • analyze the relationship between natural rights and the role of government as outlined in the Declaration of Independence; • summarize the connection between specific grievances in the Declaration of Independence and natural rights violations; • demonstrate how the specific weaknesses of the government under the Articles of Confederation led to the writing of the Constitution and how the Constitution remedied those weaknesses; • interpret the goals listed within the Preamble to the United States Constitution; • analyze how the U.S. Constitution limits government power through separation of powers and checks and balances; • distinguish between examples of separation of powers and checks and balances; • describe the influence of the U.S. Constitution on the development of other governments; • compare the Federalists’ and Anti-Federalists’ arguments regarding the ratification of the Constitution and analyze their positions on the need for a bill of rights; • apply the concept of the rule of law and give examples of its influence or absence in the development of American legal, political, and governmental institutions; and • compare sources and types of law.

<p>Level 3</p>	<p>Students will generally be able to</p> <ul style="list-style-type: none"> • explain the ideas and principles of government that existed in ancient Greece and ancient Rome that influence America’s constitutional republic; • explain how the Judeo-Christian ideas of justice, individual worth, personal responsibility, and rule of law influence America’s constitutional republic; • trace the development of America’s ideas on law and government by describing principles such as due process of law, equality of mankind, limited government, natural rights, rule of law, and religious liberty; • explain why religious liberty is a protected right in the American system of law and government; • trace the development of the American system of government through an understanding of the Magna Carta, the English Bill of Rights, the Mayflower Compact, and Thomas Paine’s <i>Common Sense</i>; • examine the new concepts that came out of the Enlightenment and how they affected the development of the United States during the writing of the founding documents; • relate how the division that occurred in the American colonies was brought about as a result of British colonial policies and the colonists’ perception regarding British abuse of power; • explain the unalienable rights specifically expressed in the Preamble of the Declaration of Independence in conjunction with the concept of natural rights as expressed in the Declaration of Independence; • recognize colonial grievances identified in the Declaration of Independence (e.g., imposing taxes without consent of the people, suspending trial by jury, limiting judicial powers, quartering soldiers, and dissolving legislatures); • explain how the weaknesses inherent in the Articles of Confederation led to the writing of the Constitution; • explain the goals listed within the Preamble to the United States Constitution; • explain the concept of limited government in the U.S. Constitution, including how separation of powers, checks and balances, individual rights, rule of law, and due process limit the powers of the government; • recognize examples of separation of powers and checks and balances; • recognize the influence of the U.S. Constitution on the development of other governments; • classify the Federalists’ and Anti-Federalists’ arguments regarding the ratification of the Constitution and identify their positions on the need for a bill of rights; • define the concept of the rule of law and give examples of its influence in the development of American legal, political, and governmental institutions; and • identify sources and types of law.
<p>Level 2</p>	<p>Students may be able to demonstrate limited ability to</p> <ul style="list-style-type: none"> • identify important influences of ancient Greece, ancient Rome, and the Judeo-Christian tradition on America’s constitutional republic; • identify principles present in America’s founding documents (e.g., due process of law, equality of mankind, limited government, natural rights, rule of law, religious liberty); • identify the important ideas in the Magna Carta, the English Bill of Rights , the Mayflower Compact, and Thomas Paine’s <i>Common Sense</i>;

	<ul style="list-style-type: none"> • identify the new concepts that came out of the Enlightenment and how they affected the development of the United States during the writing of the founding documents; • recognize a correlation between the thinking embodied in the Enlightenment and the documents upon which this nation was founded; • examine the conflicts between Great Britain and the American colonies that resulted in a Declaration of Independence; • identify Enlightenment ideas; • identify the unalienable rights specifically expressed in the Preamble of Declaration of Independence (e.g., life, liberty, and the pursuit of happiness); • recognize natural rights, social contract, limited government, and the right of resistance to tyrannical government; • identify the weaknesses of the government under the Articles of Confederation; • recognize the purpose of government as expressed in the Preamble to the United States Constitution; • define separation of powers, checks and balances, individual rights, rule of law, and due process of law; • identify some arguments between the Federalists and Anti-Federalists regarding the ratification of the Constitution; • identify the concept of the rule of law; and • define sources and types of law.
Level 1	Performance at this level indicates an inadequate degree of success with the challenging content of the state academic standards for Social Studies.

Civics EOC Assessment Reporting Category — Roles, Rights, and Responsibilities of Citizens

Students performing at the mastery level of this reporting category will be able to define the concept of citizenship and identify corresponding obligations, rights, and responsibilities; explain how the Constitution safeguards individual rights and limits the powers of government; analyze constitutional rights and their impact on individuals and society; describe federal- and state-level trial processes as well as the role of juries in the administration of justice; evaluate the impact of relevant constitutional amendments on the participation of minority groups in the political process; and understand the significance and outcomes of landmark Supreme Court cases.

Achievement Level	Achievement Level Descriptions
Level 5	<p>Students will consistently be able to</p> <ul style="list-style-type: none"> • interpret and analyze the outcomes of being an engaged citizen on the individual and society; • evaluate the impact of citizens who fulfill obligations and responsibilities of U.S. citizenship; • compare and evaluate how the economic, social, and political systems are shaped and influenced by the involvement of individuals; • evaluate and interpret how society’s view of the guarantees in the Bill of Rights and other amendments has changed over time; • evaluate the Constitutional safeguards and limitations of individual rights; • assess the role of the trial process and juries in the administration of justice at the state and federal levels; • evaluate the significance of juries in the American legal system; • evaluate the importance of jury trials in the administration of justice at the state and federal levels; • evaluate relationships among constitutional amendments, social movements, and Congressional legislation to enforce protections in the American political process; and • analyze and evaluate specific case studies related to landmark Supreme Court cases.
Level 4	<p>Students will usually be able to</p> <ul style="list-style-type: none"> • evaluate the implications of being a “citizen” as defined in the Constitution and explain the naturalization process; • analyze the obligations and responsibilities of U.S. citizenship; • differentiate examples and non-examples of constitutional protections in the Bill of Rights and other amendments; • compare and contrast how the Constitution safeguards and limits individual rights; • summarize the trial process inclusive of types of jury trials and how juries are selected at the state and federal levels; • analyze the significance of juries in the American legal system; • analyze the importance of jury trials in the administration of justice at the state and federal levels; • analyze how the enforcement of constitutional protections associated with participation in the American political process has been affected by social movements and Congressional legislation; and • assess the significance and outcomes of landmark Supreme Court cases.
Level 3	<p>Students will generally be able to</p> <ul style="list-style-type: none"> • describe the constitutional term “citizen” and explain the legal means of becoming a U.S. citizen;

	<ul style="list-style-type: none"> • differentiate between obligations and responsibilities of U.S. citizenship; • identify constitutional protections in the Bill of Rights and other amendments; • distinguish how the Constitution safeguards and limits individual rights; • describe the trial process in the administration of justice at the state and federal levels; • describe the role of and types of juries in the administration of justice at the state and federal levels; • identify the impact of constitutional amendments on increased participation in the American political process; and • identify the significance and outcomes of landmark Supreme Court cases.
Level 2	<p>Students may be able to demonstrate limited ability to</p> <ul style="list-style-type: none"> • define the constitutional term “citizen” and identify legal means of becoming a U.S. citizen; • identify obligations and responsibilities of U.S. citizenship; • recognize constitutional protections in the Bill of Rights and other amendments; • identify the safeguards and limits on individual rights; • identify components of the trial process and the types of jury trials at the state and federal levels; • recognize constitutional amendments that protect participation in the American political process; and • identify landmark Supreme Court cases.
Level 1	<p>Performance at this level indicates an inadequate degree of success with the challenging content of the state academic standards for Social Studies.</p>

Civics EOC Assessment Reporting Category — Government Policies and Political Processes

Students performing at the mastery level of this reporting category will be able to understand voting local, state, and national voting processes; identify current political parties and their ideas about government; explain the origins of political parties; explain how free and fair elections promote trust in democratic institutions and preserve the republic; examine the impact of interest groups; evaluate candidates for political office; identify the constitutional qualifications for local, state, and national office; analyze media and political communications; recognize and articulate multiple perspectives on current public policy issues; identify appropriate government agencies for resolving problems and determining a course of action; differentiate concepts related to U.S. domestic and foreign policy; describe U.S. government and citizen participation in international organizations; and describe U.S. involvement in international conflicts.

Achievement Level	Achievement Level Descriptions
<p align="center">Level 5</p>	<p>Students will consistently be able to</p> <ul style="list-style-type: none"> • assess how elections and the voting process impact citizens the local, state, and national levels of government; • evaluate the effect of political parties in shaping public policy; • assess the importance of elections in promoting trust in democratic institutions; • assess the effect of the Electoral College in electing the President of the United States; • evaluate the changes made to the Electoral College by the Twelfth Amendment; • evaluate the qualifications to hold national, state, and local political offices; • evaluate the impact of media, individuals, and interest groups on monitoring and influencing government; • evaluate the effect of bias, symbolism, and propaganda in media and political communications; • predict the outcome of a well-developed plan for resolving a public policy problem; • evaluate the advantages of capitalism and the free market in the United States over government-controlled economic systems (e.g., socialism, communism); • assess the economic prosperity and opportunity of current nations as compared to the United States; • evaluate the dynamics of U.S. domestic and foreign policy; • assess the ways that the U.S. government and its citizens may support international organizations; and • evaluate the effects of U.S. methods and decisions to deal with international conflicts.
<p align="center">Level 4</p>	<p>Students will usually be able to</p> <ul style="list-style-type: none"> • analyze how elections and the voting process impact citizens at the local, state, and national levels of government; • analyze the role of elections in promoting trust in democratic institutions; • summarize the roles of political parties (e.g., Republican, Democratic); • analyze the purpose and function of the Electoral College in electing the President of the United States; • explain the changes made to the Electoral College by the Twelfth Amendment; • compare and contrast the qualifications to hold national, state, and local political offices; • interpret and explain the impact of media, individuals, and interest groups on monitoring and influencing government; • analyze bias, symbolism, and propaganda within media and political communications;

	<ul style="list-style-type: none"> • compare and contrast different public policy alternatives for resolving problems and determining a course of action; • analyze the advantages of capitalism and the free market in the United States over government-controlled economic systems (e.g., socialism, communism); • analyze the domestic and international implications of U.S. domestic and foreign policy; • compare and contrast the ways that the U.S. government and its citizens may support international organizations; and • evaluate examples used by the United States to deal with international conflicts.
Level 3	<p>Students will generally be able to</p> <ul style="list-style-type: none"> • understand the voting process at the local, state, and national levels of government; • explain the origins of political parties (e.g., Republican, Democratic); • explain the role of elections in promoting trust in democratic institutions; • explain the purpose and function of the Electoral College in electing the President of the United States; • describe the qualifications to hold national, state, and local political offices; • describe the impact of media, individuals, and interest groups on monitoring and influencing government; • define bias, symbolism, and propaganda within media and political communications; • identify appropriate government agencies for resolving problems and determining a course of action; • explain the advantages of capitalism and the free market in the United States over government-controlled economic systems such as socialism and communism; • explain the relationship between domestic and foreign policy issues; • describe the ways that U.S. government and its citizens may support international organizations; and • identify the different methods used by the United States to deal with international conflicts.
Level 2	<p>Students may be able to demonstrate limited ability to</p> <ul style="list-style-type: none"> • describe the voting process at the local, state, and national levels of government; • recognize that the Electoral College was the result of a compromise during the writing of the U.S. Constitution; • identify the qualifications to hold national, state, and local political offices; • recognize bias, symbolism, and propaganda within media and political communications; • list appropriate government agencies for resolving problems and determining a course of action; • identify capitalism, free market, communism, and socialism as economic systems that distribute resources, services, and goods; • identify issues that relate to U.S. domestic and foreign policy; • identify means available to the national government to pursue the United States' national interest; • identify the ways that the U.S. government and its citizens may support international organizations; and • list some methods used by the United States to deal with international conflicts.
Level 1	<p>Performance at this level indicates an inadequate degree of success with the challenging content of the state academic standards for Social Studies.</p>

Civics EOC Assessment Reporting Category — Organization and Function of Government

Students performing at the mastery level of this reporting category will be able to recognize how the United States’ constitutional republic safeguards liberty, freedom, and a representative government; compare the different forms and systems of government; explain the structure, functions, and processes of the three branches of the U.S. government; recognize the division of powers between the federal and state governments and the obligations and services inherent in each; articulate the constitutional amendment process; explain the levels, functions, and powers of courts at the state and federal levels; and compare the constitutions of the United States and Florida.

Achievement Level	Achievement Level Descriptions
<p align="center">Level 5</p>	<p>Students will consistently be able to</p> <ul style="list-style-type: none"> • analyze scenarios describing various forms of government; • assess the advantages of the United States’ constitutional republic over other forms of government in safeguarding liberty, freedom, and a representative government; • analyze the organizational structures of systems of government (e.g., federal, confederal, unitary); • compare the structure and function of the three branches of government in the United States as established in the Constitution; • analyze how federalism limits government power; • relate concurrent, enumerated, reserved, and delegated powers to state and national government functions; • apply the constitutional amendment process to government and public policy; • analyze legislative authority at the local, state, and national levels using examples of legislative functions; • analyze executive authority at the state and national levels using examples of government functions; • analyze judicial authority at the state and national levels using examples of government functions; • apply U.S. and Florida constitutional principles to government and public policy; and • evaluate the powers, obligations, and services of local, state, and federal levels of government.
<p align="center">Level 4</p>	<p>Students will usually be able to</p> <ul style="list-style-type: none"> • compare and contrast various forms of government (e.g., republic, democracy, monarchy, oligarchy, theocracy, autocracy) based on their political philosophy or organizational structure; • distinguish the advantages of the United States’ constitutional republic over other forms of government in safeguarding liberty, freedom, and a representative government; • compare the organizational structures of systems of government (e.g., federal, confederal, unitary); • classify the three branches of government in the United States according to their structures and functions; • analyze the system of federalism as established by the U.S. Constitution; • compare concurrent, enumerated, reserved, and delegated powers as they relate to state and national governments; • analyze the constitutional amendment process; • compare and contrast the lawmaking process at the local, state, and national levels; • compare and contrast executive authority at the state and national levels; • distinguish between the structure, functions, and powers of courts at the state and federal levels;

	<ul style="list-style-type: none"> • compare the trial and appellate processes; • analyze the constitutions of the United States and Florida; and • compare local, state, and federal governments' powers, obligations, and services.
Level 3	<p>Students will generally be able to</p> <ul style="list-style-type: none"> • describe various forms of government (e.g., republic, democracy, monarchy, oligarchy, theocracy, autocracy) based on their political philosophy or organizational structure; • explain how checks and balances, consent of the governed, democracy, representative government, republicanism rule or law, and separation of powers distinguishes the United States' constitutional republic from authoritarian and totalitarian nations; • analyze the advantages of the United States' constitutional republic over other forms of government in safeguarding liberty, freedom, and a representative government; • identify systems of government (e.g., federal, confederal, unitary); • describe the three branches of government in the United States according to their structure and function; • describe the system of federalism as established by the U.S. Constitution; • explain the relationship between state and national governments as written in Article IV of the U.S. Constitution and the Tenth Amendment; • recognize the constitutional amendment process; • explain the structure and functions of the legislative branch of government; • examine the processes of the legislative branch (e.g., how a bill becomes a law, appointment confirmation, committee selection); • explain the structure, functions, and processes (e.g., executive order, veto, appointments) of the executive branch of government; • explain the function (e.g., advise, make regulations, enforce law and regulations) of administrative agencies; • explain the structure, functions, and processes (e.g., judicial review, court order, writ of certiorari, summary judgment) of the judicial branch; • recognize the trial and appellate processes; • compare the constitutions of the United States and Florida; and • classify local, state, and federal governments' powers, obligations, and services.
Level 2	<p>Students may be able to demonstrate limited ability to</p> <ul style="list-style-type: none"> • identify various forms of government (e.g., republic, democracy, monarchy, oligarchy, theocracy, autocracy) based on their political philosophy or organizational structure; • list some systems of government (e.g., federal, confederal, unitary); • identify the structure and functions (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States; • identify the American system of state and national governments as federalism;

	<ul style="list-style-type: none">• define constitutional amendment;• categorize lawmakers as local, state, or national (e.g., city/county commission/council members, state legislators, and U.S. Congressmen/Congresswomen);• categorize executive officers as local, state, or national;• recognize that that federal and state governments each include judicial branches with respective constitutional powers and jurisdiction;• identify the constitutions of the United States and Florida; and• identify services provided by the government at the local, state, and federal levels.
Level 1	Performance at this level indicates an inadequate degree of success with the challenging content of the state academic standards for Social Studies.

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